DOCUMENT RESUME

ED 030 532 RC 003 527

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The Invisible Student: A Longitudinal Study of the Beginning Freshman Class of 1963 at the University of New Mexico.

New Mexico Univ., Albuquerque.

Pub Date May 69

Note-70p.

EDRS Price MF-$0.50 HC-$3.60

Descriptors-*Academic Performance, *College Students, Comparative Statistics, *Dropouts, Females, Grades (Scholastic), *Longitudinal Studies, Males, Questionnaires, *Spanish Americans, Statistical Data

Identifiers-*University of New Mexico

The 1963 Freshman class at the University of New Mexico was studied through June, 1968, for performance patterns in relation to overall performance, high school grade-point average, male-female, Spanish surnames and non-Spanish surnames. In addition to university furnished data, questionnaires were submitted to a stratified random sample of approximately 25% of the entire class. The final status of the entering class of 1963 as of mid-June 1968 was 46.9% dropouts from University College, 15.2% from degree colleges, 7.8% currently enrolled, and 30.1% graduated. It was found that high school grade-point average was related to length of stay at the University, that males and females performed substantially the same with reference to staying or dropping out of the University; and that overall, the Spanish American group initially did not perform as well and had poorer grade-point average in University College. However, no noteworthy difference was found in grade-point between Spanish Americans and others during later semesters and the dropout rate was lower or about the same for Spanish Americans in every semester after the first. All recommendations indicated a greater need for official contact with students, whether enrolled, withdrawing, or under academic suspension. A copy of the questionnaire appears in the appendix. (CM)

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A Longitudinal Study of The Beginning Freshman Class of 1963 At The University of New Mexico

THE INVISIBLE STUDENT

University College and Counseling Center
The University of New Mexico
Albuquerque, New Mexico
May, 1969

RC003527

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A LONGITUDINAL STUDY OF THE BEGINNING FRESHMAN CLASS OF 1963 AT THE UNIVERSITY OF NEW MEXICO

THE INVISIBLE STUDENT

University College and Counseling Center
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PREFACE

Annual reports of the University College of the University of New Mexico from 1957 through 1965 raised considerable interest in many quarters of the University regarding the nature of the student body. The primary concern resulted from data reflecting the proportions of students who graduated and students who dropped out. This widespread interest has resulted in the present study which is intended as the first phase of an attempt to discover patterns of abilities and value systems that might aid both in explaining these proportions and in predicting with greater accuracy which student would likely fall into one or the other of these categories. Endorsement of such a project, together with financial support, was provided by the Office of the President and the Office of the Academic Vice President. This support is gratefully acknowledged.

Dr. Sven F. Winther of the Counseling Center constructed the model followed in making the study, supervised the gathering and distillation of the mass of data from which observations have been made and conclusions drawn, and prepared the first draft of the report. This final text is the joint effort of Sven F. Winther, E. Bruce Potter and William H. Huber. The graphic illustrations are the work of William R. Gafford. Lawrence Salpeter acted as Research Assistant. Mrs. Katherine V. Pelouze edited and prepared the final manuscript for printing.

These contributors wish to acknowledge and express their sincere appreciation to Mr. J. C. MacGregor, Director of Admissions and Registrar of the University, and his staff; the deans of the several degree-granting colleges of the University and their office staffs; the Committee on the Improvement of Instruction in the College of Arts and Sciences; the Alumni Office, and all other University personnel whose direct and indirect support during the preparation of this manuscript proved invaluable. Without the cooperation of these divisions of the University and their personnel, this study would have been impossible.

William H. Huber, Director
University College and Counseling Center
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FOREWORD

The University College is in the closing months of its twelfth year. In this period considerable data have been collected which have raised many questions for the University. What is the nature of the student body that is attracted to the University of New Mexico? What is the ability level of the student body? What are the characteristics other than intellectual abilities of the student body? How homogeneous, or one might better put it, heterogeneous are the students? What trends, if any, can be observed with regard to goals of the students by field of major, levels of educational aspiration and attitudes toward the University and its system? Why does the University of New Mexico experience an attrition rate higher than that of comparable state institutions of higher learning?

The relatively low "success" rate by way of completing degree programs has resulted in expressed concern from various quarters of the University community among students, faculty and administration as well as segments of the community outside the confines of the University. These concerns have led to this study which attempts to examine these broad questions with a view to narrowing them by providing detailed information about the students, their view of the University, their interaction with the system, in the hope that interested segments of the University will have better insight with regard to these problems.

This report, as a first study, affords a beginning in providing answers to some of the questions, and in turn raises more specific and basic questions to which answers must be given by the University community. To do so would seem to require the University to state its mission in philosophical terms and to set goal priorities among the many possible avenues or choices open to it. Following this a system of implementation would be devised that promised achievement of the goals. It must be emphasized that this first intensive study is but a beginning. It is hoped that it will lead to more extensive examination by the University in an effort to further understand the student, his capacities and his needs to the end that he and the state can better be served.

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INTRODUCTION

When one tries to think of the model or typical University of New Mexico student, several images come readily to mind. There is the clean cut, well mannered, industrious, all-American type, who graduates in four years, obtains employment and later marries. Currently, this image is being replaced by the somewhat shaggy, pacifist and activist oriented type of student, who is irregular in his academic progress, but nevertheless stays close to the University. During the prolonged span of his young adult life, parents provide all or most of the necessary financial support. As people observe, discuss and ponder this transition, in which the one image gradually replaces the other, it is ironic that we fail to realize neither image fits the typical UNM student.

It seems as though the typical student at The University of New Mexico is, and has been for some time, almost invisible. It is difficult to say why he does not stand out or at least take form in people's minds. Possibly, it is because the indigenous UNM student does not conform to any of the popular stereotypes that people hold concerning college students. This typical student lives at home, attends college for one year to two years, and then drops out to pursue work or marriage. His educational career ends at that point because he does not transfer to another college or seek to return to UNM, even though he is eligible. What he does, therefore, is incongruous with his previous aspirations to get a college degree, so it may be that the University and the community finds it easier and more comfortable simply to deny that this type of student even exists.

Though the term is not completely descriptive this type is usually known as a dropout. Locally, the rate of dropouts appears to be high, since around 75 percent of the students who enrolled at UNM during the late 1950's did not graduate here. This decreased to around 70 percent in the early 1960's, but is still a large percentage in comparison with other institutions.

It is difficult to gauge which other colleges and universities are most comparable to UNM because numerous characteristics, such as size, location, curriculum, student population, affect the retention of students by an institution. State universities generally have a dropout rate of about 50 percent. UNM has a larger percentage of commuting students than do many state universities, and the commuter type colleges often exceed a 50 percent dropout rate though these seldom approach 70 percent. The most one can say is that state institutions grossly comparable to UNM seldom exceed an attrition rate in excess of 50 percent.

The literature concerning college dropouts is extensive, and the problem has been dealt with from many points of view. Some writers have approached it as an administrative problem, others as part of a nationwide social phenomenon, and still others as a particular kind of psychological reaction that can be identified and dealt with on an individual basis.

All of these approaches have something to offer, and students dropping out of this particular University can be expected to do so for a wide variety of reasons, some of which are common throughout the United States, and others which are peculiar to the region and the specific locality of UNM. In dealing with the issue at this institution, a basic question is, "to what extent do local conditions mirror the general nationwide phenomenon, and to what extent are they unique to this institution?" Until this basic question has been answered, the extensive literature on college dropouts is of unknown value as a basis for planning changes to deal with the problem at UNM.

Until recently, the amount of attention given dropouts at UNM has been minimal. Beginning with the University College annual report for the year 1957-58 (Huber, 1958), statistics were presented to show the magnitude of the problem within University College, but there has been no way of accurately estimating the overall dropout rate for the entire four year undergraduate program at UNM. The number of eligible students who have not re-enrolled in University College since its origin in 1957 has reached 15,000 in just over ten years. Outside of a study conducted by Goetz and Leach (1967), there has been no attempt to contact any of these people. Goetz and Leach did receive questionnaires from 90 students (42%) in their dropout group of 215, and concluded that these people had faced the same kinds of problems as those who continued in college.

These findings may tend to reinforce the common belief that students drop out because they cannot successfully meet the intellectual demands of college life. It is expected, after all, that college should be rigorous and that it should test the mental discipline and capacity of entering students. These expectations continue to generate concern in prospective students and their parents for "adequate preparation" or "ability" on the part of the student and for "higher standards" on the part of the college and its faculty. The assumption underlying this common point of view is that educational "success" depends entirely upon the intellectual dimensions. This assumption probably dominates the thinking of both college personnel and students and their parents because it provides an "answer" to the failure of so many students to stay in school. However, this assumption that "successful" college education depends altogether on the ability of the entering student is a dangerous one because it precludes consideration of ways for the University to promote the growth and welfare of its students, and furthermore this assumption is not borne out by the facts.

In examining this assumption it is important to note that entering UNM freshmen have for a number of years performed well on the tests of the American College Testing Program (ACT) required of all students entering the University, but used only for counseling and placement. Admission requires only a high school diploma and a C average. As a group they score at the average for Type IV or doctoral degree-granting institutions. These institutions representing a nationwide spectrum of state universities and some of the larger, better known, private universities comprise a very acceptable norm group for comparison purposes. The fact that our entering freshmen have adequate preparation in terms of this norm could be seen as a commendable achievement for the public school system of New Mexico. It can also be observed that UNM attracts and selects the better students in terms of preparation or ability from within the state, because on the basis of ACT composite scores students beginning at UNM are superior to those entering all other New Mexico state colleges.[1]

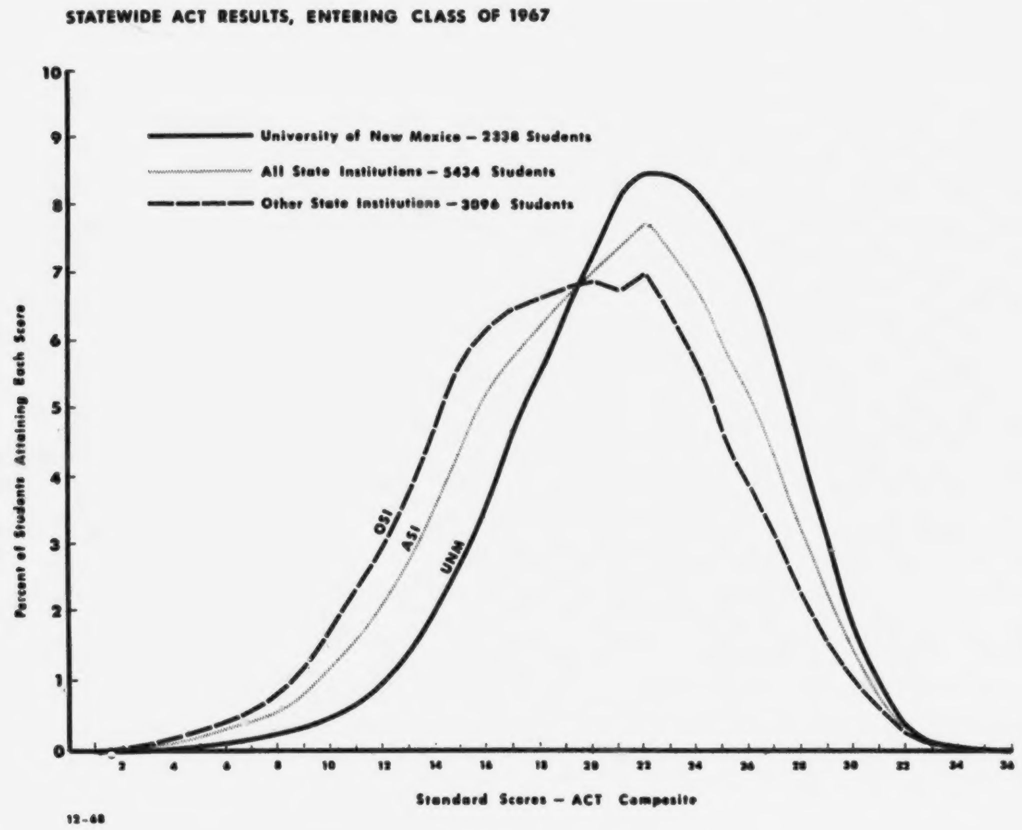

Figure I

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[1] The number of high school graduates who leave New Mexico to attend college outside of the state is unknown and unavailable currently.

There has been a continuous rise of ability level on the part of entering freshmen since 1957. This rise has been recorded in the annual reports of the University College. These reports point out that the continuous rise of ability level on the part of entering freshmen has not been met by a comparable increase in transfers to degree colleges or in the percentage of students who graduate from UNM. This has been the experience locally, and it is not inconsistent with the findings of more than 2,000 studies in colleges throughout the nation aimed at the prediction of college success on intellective factors alone.[2] Ability can account for college success in very gross terms, but non-intellective and often unmeasured factors have a greater influence on a student's performance. Therefore, one of the primary ideas behind this study is the belief that the spiral of rising expectations involving the concern for the "ability" of students and "higher standards" for the University should receive a closer and more considered look, and that particular attention should be given to the non-intellective influences on student performance.

In February 1968 the Committee for the Improvement of Instruction of the College of Arts and Sciences began to inquire into the effectiveness of Arts and Sciences instructional programs as indicated by the tendency of students to discontinue their program of studies. With their cooperation, access to the records of the College of Arts and Sciences was obtained and later the other undergraduate colleges at UNM participated and made available the raw data on students who had entered their colleges from the University College. This information has made it possible to look longitudinally at the experience of a freshman class at UNM for a period of five calendar years.

DEFINITIONS AND PROCEDURE

Definitions

The general category of dropouts, as it has been defined for the purposes of this study, includes all students who failed to return to UNM once they enrolled as beginning freshmen. The sub-categories are:

1. Students who are suspended. They become eligible to reapply in one year. However, less than 35 percent of this group has reapplied in the past, even though readmission is almost automatic. As a group, their subsequent

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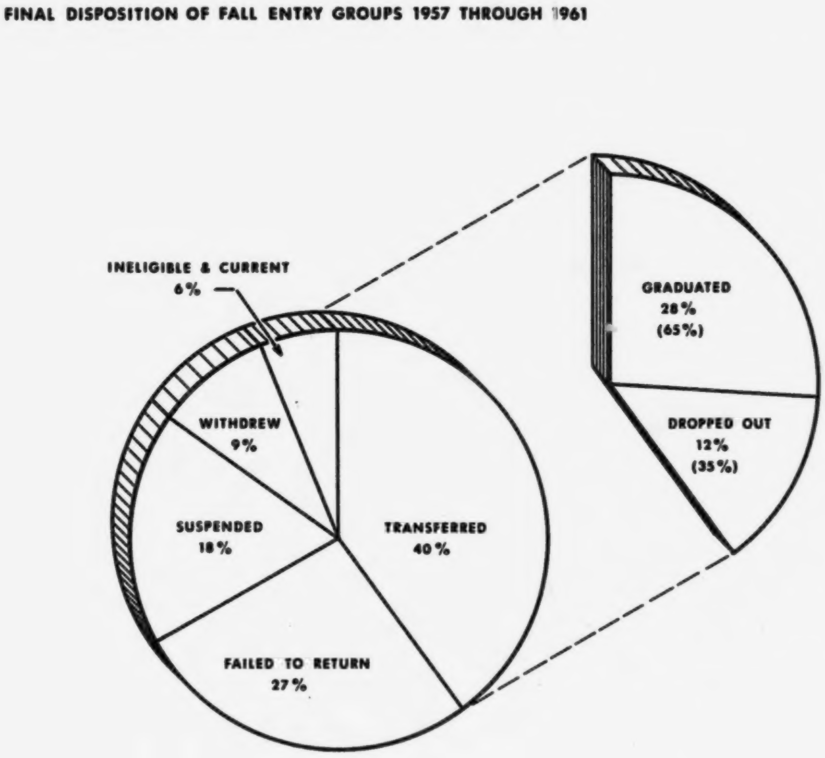
[2] The very highest multiple correlations obtained between several intellective variables and college grade point average are from .60 to .65, accounting, therefore, for only 36 to 42 percent of the variance in college achievement.

performance has been poor in that the majority are resuspended in a session or two. (Huber, 1965)

2. Students who withdraw during a term. Withdrawals occur during a term, usually near the beginning with some tuition refunded. Other withdrawals occur as late as the end of the twelfth week of a semester. The reasons offered by these students have to do with family, finances and "personal".

3. Students who are ineligible to return. Students who academically perform well enough in the University College to avoid academic suspension but who do not achieve at the level required to transfer to a degree-granting college eventually exhaust eligibility to re-enroll in the University College. These students then are barred from re-enrolling in the University of New Mexico but are not under traditional academic suspension.

4. Students who fail to return. After one or more completed semesters in attendance, large numbers of students do not re-enroll making this the largest of the four sub-groups of dropouts. The largest proportion quit after the first full year with a decreasing percentage failing to return after each subsequent session. Figure II below is illustrative of the relative proportion of students in each of these four sub-categories. This figure is based on data which were available prior to the present study on freshmen who enrolled for the first time in the fall semesters of 1957 through 1961. The composite data are totals as of June 30, 1965. This provides eight years' experience for the fall group of 1957, seven years' for the 1958 group, etc.



FINAL DISPOSITION OF FALL ENTRY GROUPS 1957 THROUGH 1961

FIGURE II

It is apparent that some of the students in these four sub-categories, all of whom are dropouts according to the previous definition, may enroll in some other college or university. These people have dropped out of UNM but may be continuing or have completed their education elsewhere by the time the data for this study was collected. Counting the number of students who requested that transcripts be sent to other institutions is a way to determine the percent continuing their education elsewhere. It was thought that this would represent the maximum number who transferred as it was considered most difficult for one to enroll in another school without a complete set of transcripts. However, as some of the people who have transcripts sent are not admitted to other schools, procedures for determining who actually transferred to other institutions might be better indicated by the student's self report. A significant discrepancy between these two indices of the number of students transferring from UNM will be reported and discussed later. Using either approach, however, transfers are not a sizeable group, and for the remainder of this report these students will be defined as dropouts.

Also, some people continue their college education after a lengthy interruption. For example, males who enlist in the Armed Forces, and females who leave to marry and raise a family may continue their formal education many years later. In the broadest perspective, these people also should not be considered dropouts. On the other hand, there is no practical way to distinguish them from students who leave here and never return to a university. In this study those who were no longer in attendance five years after they enrolled as beginning freshmen were defined as dropouts. Students readmitted to UNM within that period of time were not defined as dropouts if they were in attendance five years later.

In selecting a group to study, the entering class of 1963 was chosen for several reasons. This group is current enough so that the findings should be relevant to the present and at the same time the majority of students who will graduate from this entry group have already done so and have acquired some perspective from which to evaluate their experience at the University. Though the primary focus of this study is on those who don't graduate, this group cannot be assessed in a vacuum, and graduates and current students provide a valuable reference group for comparison with the responses of dropouts. Hence, certain information was obtained on every new entering freshman of 1963. This group totaled 1596 students. Actually, 1910 freshmen enrolled in the fall of 1963, but transfers--students from other colleges and universities, students entering from UNM Non-Degree status and previous UNM students returning in freshman status were not included. The kinds of data which were found to be available within the University in reasonably complete form on the 1596 new entering freshmen are as follows:

1. Name
2. Sex
3. Location of high school
4. High School grade point average
5. Semesters in attendance at UNM
6. Probation information
7. Suspension information
8. School and College Ability Test composite scores
9. Semesters in University College
10. Grade point average in University College
11. Grade point average in degree college
12. Initial choice of degree college

Procedures

Data were obtained from University College on each subject from entrance to the time he was admitted to a degree-granting college. Each student who transferred out of University College was followed in the records of the college to which he transferred. The students were followed until June of 1968, and were assigned whatever status they had at the time, i.e., current, dropout, graduate.

Data were obtained from the degree colleges for all students who transferred from University College. Records in the various college offices were examined. This task was quite time consuming since some of the colleges kept non-current records in back rooms or in files that were not arranged or ordered according to any easily understood system, and parenthetically it should be observed that common definitions and a policy of controlled access to a central data bank would constitute a valuable step to expanded and efficient self-studies of this nature. At each college office the 1963 group was categorized into those graduated, those expected to graduate in June 1968, current and non-current. All these lists were later updated by the use of the Certified June Graduation List and the suspension lists from each college.

Data in the form of transcripts were obtained from the Records Office for all non-current students. From these transcripts it was noted whether copies of transcripts had been sent to other colleges at the student's request subsequent to his last semester in attendance at UNM. These were used primarily to gauge the number of students who might have transferred to other institutions of higher learning.

Because of the current concern for minority groups and the high percentage of Spanish-Americans in the State of New Mexico, a sub-group was identified at this point in the procedures. The surname of each student was categorized as "Spanish" or "other" by two Spanish-speaking students with a high rate of agreement between them. This was done to provide a basis for comparing enrollment and performance between this large minority group and all other students.

As a first phase in studying dropout problems at UNM, the data collected on the total 1596 students in the entering class of 1963 were analyzed by comparing each of the variables on page 7 against every other variable which appeared to be independent. For example, since probationary status and college G.P.A. are not independent, this comparison was not made. However, every potentially meaningful or revealing type of comparison between two variables was made. The results of these analyses and some possible interpretations are presented beginning on page 10 in the section entitled Results--Total Class of 1963.

At the same time it was decided that the information available at UNM on the total 1963 class was not precise and extensive enough to permit a very interpretative or analytical assessment of the problem. For this reason contact with the students via mail and using a questionnaire seemed necessary. Because some data were available on the total class, only a sample was needed for more intensive study. Therefore, a sample of approximately 25 percent of the students was selected that accurately represented the entire population of 1596. The stratified random sample of the entering class of 1963 was set up as follows:

TABLE I
Representation in Sample of 1963 Entry Population

College	Dropout Univ. Coll.		Dropout Degree Coll.		Current		Grads	
	A*	B*	A	B	A	B	A	B
A & S	61	243	33	142	14	57	50	190
EDUC	36	142	11	46	2	14	34	136
ENGR	30	118	6	20	2	16	16	60
BUS ADMIN	35	141	5	12	2	10	12	47
FINE ARTS	13	52	4	17	4	18	7	23
PHARM	6	22	3	4	2	9	6	16
NURS	8	30	2	2	0	1	4	8
TOTAL	189	748	64	243	26	125	129	480

*A = Sample
*B = Population

For certain sub-groups, larger percentages of students were chosen in that several degree colleges are very small. For example, 50 percent or 4 subjects were chosen from the graduates of the Nursing College. University College students were assigned to colleges according to the last preference of degree college noted in their records. The sample is representative of the entire spectrum of students contained within the entering class of 1963. This is seldom the case when faculty or students attempt to assess student opinion. The usual procedure is to consult student leaders, interested students or even a sample of students presently enrolled. Such samples are strongly biased in favor of the interested, verbal type of student who is managing at least to pass his courses. These are the "winners" at the college game. The larger proportion of students disappears from the campus and these individuals remain silent about their experiences, presumably because such experiences are associated with failure. These are the "losers" and they readily accept any blame or liability as theirs because they accept the popular explanation concerning "high standards" and "low ability". At least this is a frequently observed condition in counseling with students who are about to drop out or who have dropped out, yet who possessed adequate "potential" for academic success.

In recognition of the above tendency to rationalize, an effort was made in designing the questionnaire to avoid general questions such as "How did you like college?" Too often the student would already have arrived at an answer that is acceptable socially and to himself. Principally, the items were distilled from a lengthy list suggested by the American Psychological Association, and some were devised to correspond to questions asked by the American College Testing Program. From inspection of the attached version of the questionnaire in the appendix, it can be seen that some items deal with biographical information, some with matters of opinion and some with understanding or knowledge. The emphasis is on the area of vocational and educational experience and aspirations.[3]

Initially, the questionnaire was sent out accompanied by a cover letter signed by the president, Dr. Ferrel Heady, (see Appendix page 46). Addresses were obtained from the Records Office, past student directories, phone books, the Alumni Office and various other college offices. Yet many questionnaires were still returned "address unknown". More current addresses were then sought, usually through contact with parents. Of the initial 408 people in the sample 31 turned out to be "hard core unlocatables". Most of these were people who attended briefly in 1963, and whose parents have since moved. About 36 percent of locatable subjects responded on the basis of the initial contact.

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[3] The final version of the questionnaire was the result of many revisions and comments by the following people who are thanked for their criticisms and suggestions. In addition to the staff of the University College and Counseling Center, Dr. Sidney Rosenblum and Dr. Ralph Norman of the Psychology Department and Dr. Charles Beckel of the Physics Department, who served as liaison with the Committee for the Improvement of Instruction, helped with the questionnaire.

A second letter was sent over the signature of William Huber, Director of the University College and Counseling Center. This letter asked the subjects either to call or write if they did not want to respond or if they needed another questionnaire. Only nine subjects called and said they did not want to complete the questionnaire, and the letter raised the response rate to around 52 percent.

The third contact with non-respondents was by phone. Students and former students in Albuquerque, greater New Mexico and throughout the continental United States were called "station to station" after 6:00 p.m. Frequently, brief conversations were held with parents, wives or husbands, roommates, or someone other than the subject. Generally, the interaction was positive, and this type of contact increased the response rate to 64 percent of the contactable subjects.

At that point, it was decided to proceed with some analyses, mainly to determine what kind of bias existed in the group of responding subjects and to look at the necessity of continuing to pursue the remaining 41 percent of the sample. Other follow-up procedures which are still likely to increase the number of respondents are 1) to use registered mail or 2) to directly contact the subjects, obtaining responses verbally and having the interviewer fill out certain parts of the questionnaire. The advisability of continuing to try to increase the number of respondents is one of the principal questions underlying this report.

Some analysis of the questionnaire data will be reported in the section entitled Results--The Questionnaire on page 26. A good deal of attention is given in this section to the question of who responded and whether this group constitutes a representative sample of the entering class of 1963. However, the first results to be discussed are those obtained by following the progress of the total beginning class of 1963 consisting of 1596 subjects. The variables analyzed are those listed on page 7.

RESULTS--TOTAL CLASS OF 1963 PERFORMANCE PATTERNS

Overall Performance

After tracing the progress of each member of the entering class of 1963 the population of 1596 students was subdivided into one of the following four categories as of mid-June 1968. Students who dropped out and re-entered prior to the mid-June cutoff date were not classified as dropouts provided they were in attendance during the spring of 1968 and were not suspended at the end of that term.

TABLE II

Final Status of the Entering
Class of 1963

Dropout University College		Dropout Degree College		Current		Graduated		Total	
N	%	N	%	N	%	N	%	N	%
748	(46.9)	243	(15.2)	125	(7.8)	480	(30.1)	1596	(100.0)

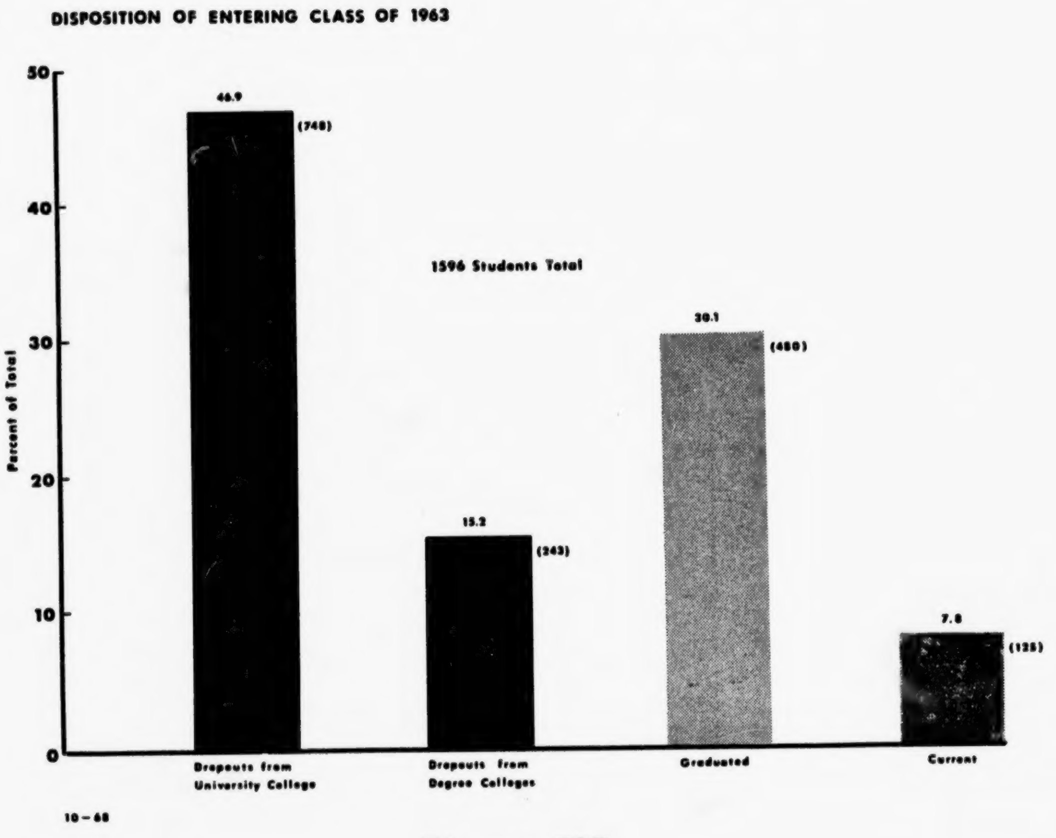


Figure III

The percentage of students graduating after five academic years (30.1%) is probably near the maximum that will graduate from the 1963 entry group. Previous studies showing the annual increase of the graduation rate after five years (Huber, 1965) indicate that in the sixth and seventh years the rate may be expected to increase only four to five percentage points. By inspecting the academic records of the 125 students from the 1963 entry group who are currently enrolled, it appears that about one third of this group has a reasonable chance of graduating at some future date. Of course, a few of the people who are categorized as dropouts in the above table may return in the far future and extend their academic progress to the point of graduation. Taking these possibilities into account, a minimal estimate of UNM's present rate of attrition is around 66 to 67 percent. The dropout rate within University College is at, or very near, its maximum and the dropout rate from degree colleges will most likely rise to above 20 percent.

A great deal of speculation is involved in estimating how many students intended to graduate when they enrolled in the University in 1963 and how many planned to quit short of a bachelor's degree. However, 95 percent of the students who now come to UNM state, when they take the ACT test during their senior year in high school, that their goal is at least a bachelor's degree. If this figure is regarded as an accurate indication of the intentions of the 1963 class, we may conclude that a majority of that group changed their plans with regard to a formal education. No doubt a large number of these made this change with considerable frustration, disappointment and anger.

Though it is clear that 95 percent intend to obtain at least a bachelor's degree, large numbers of students come to the University hoping to discover their interests and talents through involvement with fellow students, faculty and the system as they do not know with certainty what degree they wish to obtain. For the last three years around 25 percent of freshmen were undecided as to their major when they entered and an even larger percentage changed their plans one or more times during their enrollment. Some of these changes appear to be positive responses to new challenges within the system and others seem a result of following the path of least resistance. In general, there is a great deal of interaction between the University system and students, once they arrive on campus.

The complexity of this interaction cannot be accurately traced in the present study because of inadequate data on the changing intentions of the 1963 class. However, some gross indications of what has been taking place may be obtained by looking at the relative performance of students in terms of their designated degree objective at UNM.

TABLE III

Distribution of the Entering Class of 1963
According to Final Degree Objective

Degree College	Designated Objective		Dropouts Univ. College		Dropouts Degree College		Graduates		Current	
	N	%	N	%	N	%	N	%	N	%
A & S	632	(39.6)	243	(32.5)	142	(58.5)	190	(39.6)	57	(45.6)
EDUC	338	(21.1)	142	(18.9)	46	(18.9)	136	(28.3)	14	(11.2)
ENGR	214	(13.4)	118	(15.9)	20	(8.3)	60	(12.5)	16	(12.8)
BUS ADMIN	210	(13.2)	141	(18.9)	12	(4.9)	47	(9.8)	10	(8.0)
FINE ARTS	110	(6.9)	52	(6.9)	17	(7.0)	23	(4.8)	18	(14.4)
PHARM	51	(3.2)	22	(2.9)	4	(1.6)	16	(3.3)	9	(7.2)
NURS	41	(2.6)	30	(4.0)	2	(0.8)	8	(1.7)	1	(0.8)
TOTAL	1596	(100.0)	748	(100.0)	243	(100.0)	480	(100.0)	125	(100.0)

A chi-square test was run on this table to test the null hypotheses that the distribution of students according to status does not differ significantly from what would be expected if each college contributed proportionately to the four classifications. This hypothesis was rejected at the .001 level by obtaining a chi-square value of 148.59 with 18 degrees of freedom. Therefore, the performance of students with different final degree objectives is not the same.

First, students intending to enter the professional schools, particularly Nursing, Business Administration and Engineering, tend to drop out of the University before they qualify for transfer to these colleges.

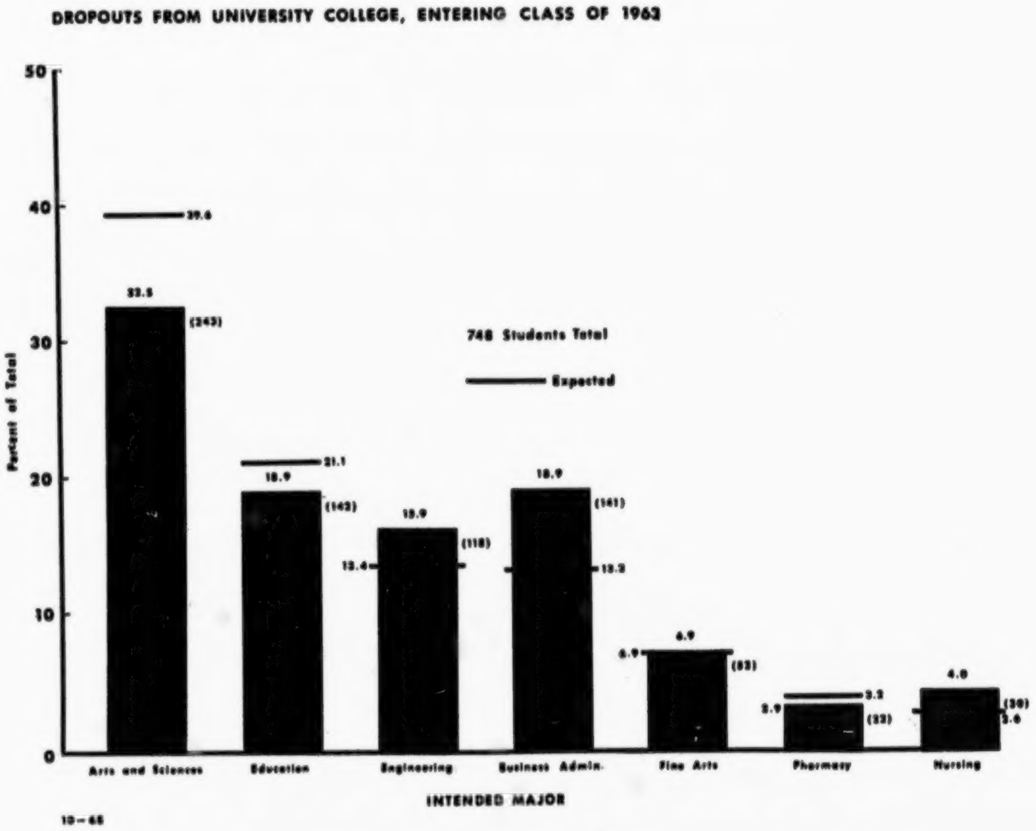


Figure IV

This may indicate a higher level of difficulty of prerequisite or beginning courses in these fields or discrepancies between the popularized role of these professionals and the actual demands of the profession, or less motivation to study among professional or work-oriented students. This is simply pointing out some of the kinds of interpretations that are possible.

Second, of students who transferred to a degree college, it was found that those in Arts and Sciences tend to drop out with greater frequency than those enrolled in other degree-granting colleges. This may reflect less incentive for these students to finish because of less-perceived immediate vocational value to degrees from this college. It may also indicate that this college was easier to enter initially, or students who cannot narrow their choice to a specific objective eventually transfer there because of the more general nature of the curricula of this college. Again, these are only possible interpretations at this point. (Fine Arts and Pharmacy have a higher percentage of students currently enrolled five years after entering because the programs within each of these colleges are longer than the usual four years.)

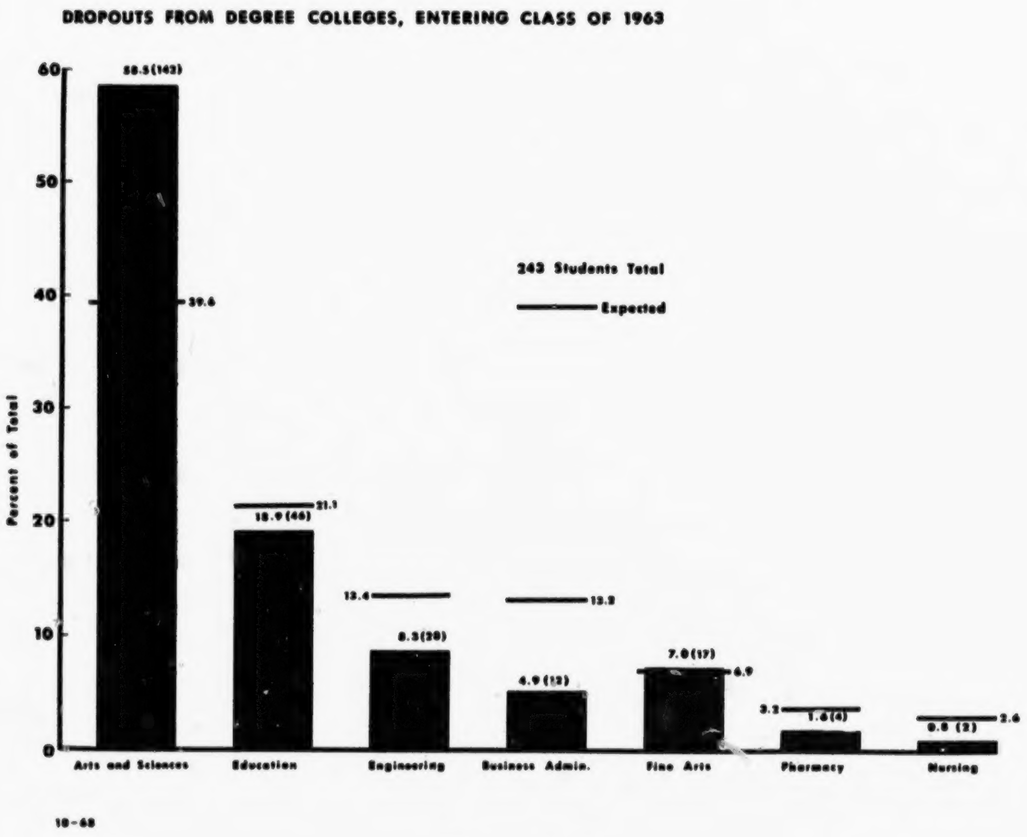
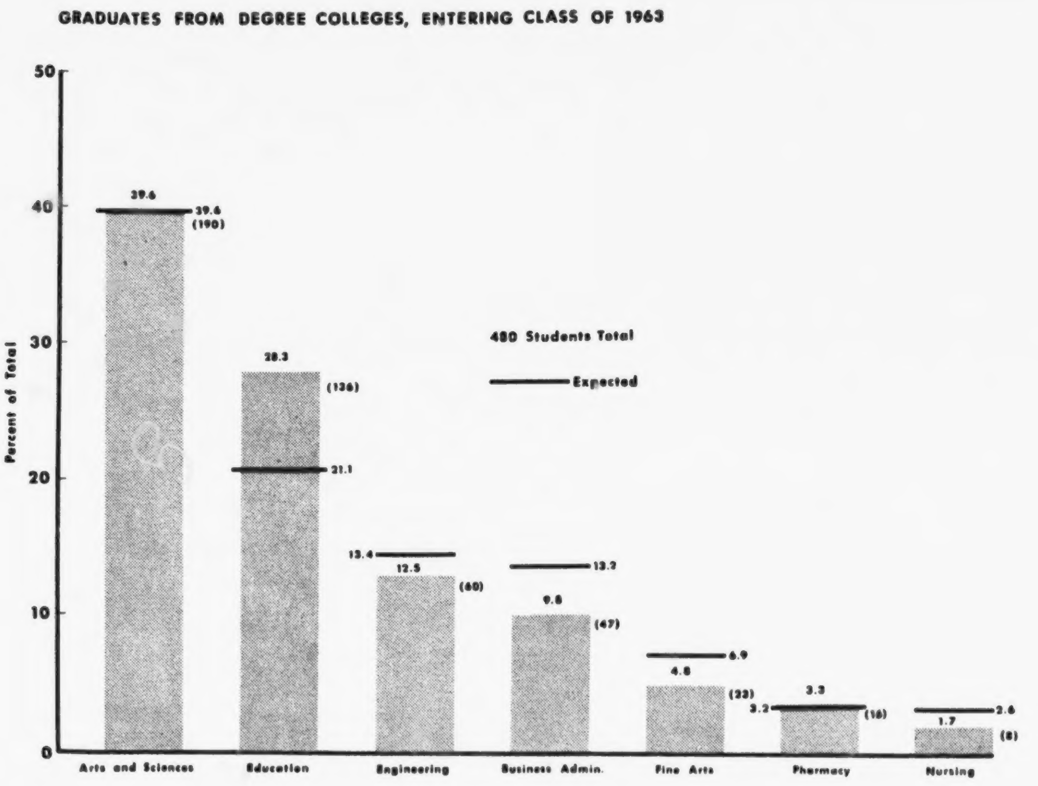


Figure V

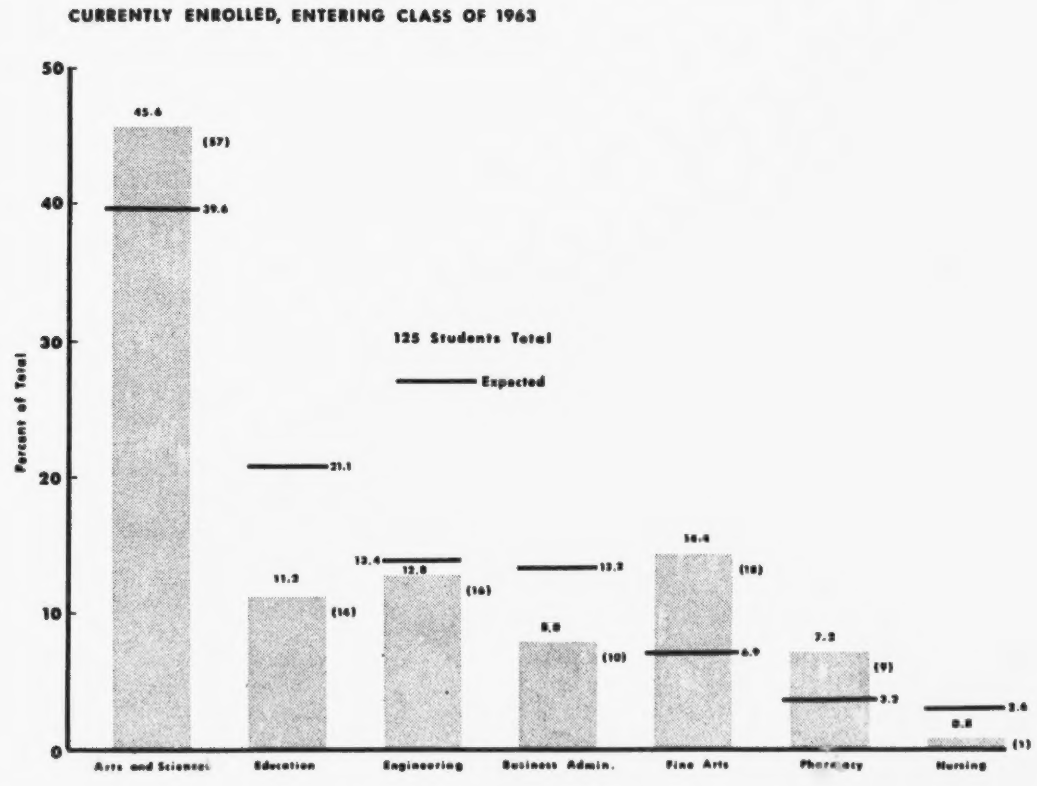
Third, of students who graduate, those in the College of Education do so in greater proportion than those designating other degree-granting colleges. Numerous explanations have been offered, such as accessibility to vocational opportunities for those with an education degree, the concern of the Education faculty for the individual student, less severe grading practices within the College of Education, and even that education majors more readily conform to the system. It is difficult to judge the validity of any of these or other possible explanations on the basis of data presently available. The Colleges of Arts and Sciences and Pharmacy graduate students at a rate equal to the proportion expected based on original designation of degree college choice. All other degree-granting colleges fall below expected rates.


GRADUATES FROM DEGREE COLLEGES, ENTERING CLASS OF 1963

10-68

Figure VI

Fourth, of students currently enrolled after five calendar years, three colleges exceed expectations based on rate of original designation of degree objective. These are Fine Arts, Pharmacy and Arts and Sciences. Pharmacy specifies a five year program and Architecture in the College of Fine Arts required six years. This tends to account for the larger than expected proportion of currently enrolled students in these colleges. There is no comparable explanation for the College of Arts and Sciences.


CURRENTLY ENROLLED, ENTERING CLASS OF 1963

10-68

Figure VII

Performance--Transfers to Degree-Granting Colleges

Another way to look at this data is to disregard the 48 percent of the entering class who have not transferred to a degree college and pay attention only to the performance of the remaining 52 percent or 829 students who did transfer. Initially it is interesting to compare the relationships between percentages of students designating the various degree colleges as their first choice to the percentages of students actually transferring to different colleges.

TABLE IV

Designated Objective in Relation to
Degree College Transfer

College		Designated Objective		Total Transferred
		%		%
A & S		39.6		46.8
EDUC		21.1		23.0
ENGR		13.4		10.6
BUS ADMIN		13.2		8.0
FINE ARTS		6.9		6.9
PHARM		3.2		3.4
NURS		2.6		1.3
TOTAL	(1596)	100.0	(829)	100.0

A chi-square test was run on this table to test the null hypothesis that the distribution of students actually transferring to the various colleges does not differ significantly from what would be expected if each college received its proportionate share on the basis of original designations of degree college. This hypothesis was rejected at the .001 level by obtaining a chi-square value of 2.76 with 6 degrees of freedom.

The College of Arts and Sciences exceeds its expected proportion of transfers while the Colleges of Engineering, Business Administration and Nursing fall below expectations. The most likely reasons for this shift are the less-structured curricula of the former college and the number and nature of freshmen prerequisite courses required for transfer to the latter three colleges.

Once students are enrolled in degree-granting colleges it is possible to compare their performance in the different colleges.

Table V on page 17 illustrates the experience in the various colleges.

TABLE V

Distribution of Entering Class of 1963 After Transferring to Degree Colleges

College	Number	Dropout		Current		Graduate		Total
		N	%	N	%	N	%	%
A & S	388	142	(36.6)	56	(14.4)	190	(49.0)	(100.0)
EDUC	191	46	(24.1)	9	(4.7)	136	(71.2)	(100.0)
ENGR	88	20	(22.7)	8	(9.1)	60	(68.2)	(100.0)
BUS ADMIN	66	12	(18.2)	7	(10.6)	47	(71.2)	(100.0)
FINE ARTS	57	17	(29.8)	17	(29.8)	23	(40.4)	(100.0)
PHARM	28	4	(14.3)	8	(28.6)	16	(57.1)	(100.0)
NURS	11	2	(18.2)	1	(9.1)	8	(72.7)	(100.0)
TOTAL	829	243	(29.3)	106	(12.7)	480	(58.0)	(100.0)

Engineering, Business Administration and Nursing, which had large numbers of their intended majors dropping out in University College and which also had substantial numbers changing majors prior to transfer, do fairly well with their students once they are enrolled in the college. These three colleges have among the lowest dropout rates together with the highest graduation rates when viewing their performance as beginning at the point when students transfer to them. The College of Education poses a unique performance compared to the other colleges which is discussed below.

This raises a question. Do these colleges lose fewer of the group of students who transfer in because so many are "weeded out" in University College? Further, if this is the criteria of the efficiency and "success" of a college, then discouraging 70 percent before they transfer into the college will make it possible to graduate 70 or more percent of those who do transfer. But this raises a more basic question: "Is education a process of admitting students in large numbers and then screening and reduction to distill quality out of large quantities of raw material?" or "Is education a living-learning process that can create or produce the desired quality by stimulation and motivation of the individual?" To strengthen the importance of this question requires only an examination of the data relating to the College of Arts and Sciences. It was previously shown that this college lost considerably fewer students at the University College level who designated this college, and received considerably more students by transfer than was anticipated. It was suggested that the less demanding and less structured curricula of this college in the lower division years were the most likely explanations for the lower losses of its own designees as well as its capturing of designees of professional colleges. At this point it is noted that the College of Arts and Sciences loses more than its expected share of dropouts from the degree college, and furthermore these drop out later than those enrolled in other degree colleges. The data show that most of these students have the ability to perform satisfactorily in an academic program. Evidence exists that indicates these students lack the non-intellective factors of commitment to educational and vocational goals, persistence and general educational motivation but who concurrently are motivated by external social pressures to persist in school. These students find a false security for a longer period of time in this relatively unstructured college. However, the curricula of this college finally overtakes these students in the last several semesters and they find themselves in a situation that mitigates against their eventual graduation. This fact was not recognized by the student at an earlier date nor was he appraised of it by the college when these conditions first manifested themselves. (One might question the performance of Fine Arts and Pharmacy as being comparable to Arts and Sciences. It must be remembered that these colleges have five and six year programs and have high percentages of currently enrolled students. This again distinguishes them from Arts and Sciences. See page 17.)

During the course of this research, some academic folders were perused where it was found that students in their eighth semester needed to gain twenty, thirty or more grade points to be eligible for graduation. This would mean achieving a grade-point average of better than a 3.0 for two or more terms, and yet these same students had never in the previous seven or eight semesters achieved a grade-point average above 2.3. These students encounter insurmountable difficulties in their final terms and drop out without graduating.

Keeping this in mind, it is interesting to look at the performance of the different degree colleges in terms of the final or last semester in attendance for students who drop out of degree colleges. Whereas we would anticipate a pattern showing that more people dropped out in their earlier semesters in degree colleges the opposite is more nearly true. Contributing most strongly to this pattern is the College of Arts and Sciences. This college has a significantly greater proportion of its students dropping out during the later semesters than do all other colleges combined (chi square = 4.4; d.f.=1; $p < .05$).

See Table VI page 19.

TABLE VI

Dropouts from Degree Colleges by Last Semester of Attendance

College	Number	Early* Semesters N	Early* Semesters %	Late* Semesters N	Late* Semesters %	Total %
A & S	142	54	(38.0)	88	(62.0)	100.0
EDUC	46	22	(47.8)	24	(52.2)	100.0
ENGR	20	12	(60.0)	8	(40.0)	100.0
BUS ADMIN	12	6	(50.0)	6	(50.0)	100.0
FINE ARTS	17	8	(47.1)	9	(52.9)	100.0
PHARM	4	3	(75.0)	1	(25.0)	100.0
NURS	2	1	(50.0)	1	(50.0)	100.0
TOTALS	243	106	(43.6)	137	(56.4)	100.0

*"Early semesters" are defined as those through the fifth semester of attendance at UNM; "Late semesters" are defined as the sixth semester and beyond.

At this point a consideration of the College of Education is indicated, which previously was mentioned as having unique performance patterns compared to the other degree-granting colleges. The students of the College of Education have performed well at each level in relationship to the other colleges. Fewer students drop out in the University College, a larger than projected number transfer to the degree college, fewer drop out in the degree college and most significant more graduate than do the students of the other degree colleges. The graduation rate is particularly noteworthy in that no other degree college substantially exceeds its expected rate and only one college having sizable numbers, Arts and Sciences, equals its expected rate. (See Figure VI page 15.)

At various points in this study conjectures have been made to explain differences in performance such as these. Several possible explanations were suggested earlier when the College of Education was discussed. Several other possibilities can be added in this general summary. When transferring to the College of Education, students must also qualify for admission to Teacher Education which involves a review of their academic records and a personal interview. Again, a couple of semesters later, students must qualify for admission to Student Teaching. This involves another such review of academic performance, future requirements and personal characteristics. It is possible that such individual attention explains the performance of students in the College of Education which in turn suggests that comparable individual attention might result in higher retention and graduation rates in the other degree colleges. These conferences with the individual should not be confused with "academic check sheets" and "form letters". There is strong suggestion that a personal interview that goes beyond mere intellective or academic performance but includes a frank discussion of the non-intellective factors relating to goals, probability of attainment and alternative courses of action is critical and experience shows it is welcomed by most students.

Performance--High School Grade-Point Average

It was found that high school grade-point average is related to length of stay at the University. A large proportion of eventual graduates enter with high school grade-point averages in the 3.0 to 4.0 range (chi square = 83.39; d.f.=3; $p < .001$), students who drop out in degree colleges tend to have high school grade-point averages in the range from 2.50 to 3.00 (chi square = 25.32; d.f.=3; $p < .001$), and the dropouts from the University College tend to be admitted to the University with averages right around 2.00 (chi square = 97.75; d.f.=3; $p < .001$). These findings are at least partially explained by the relationship between high school G.P.A. and college G.P.A. because college G.P.A. is in turn related to suspension at the lower end of the scale resulting in compulsory dropping out of the University, and graduation at the upper end of the scale. However, even after eliminating those who are suspended and those who graduated, the relationship between length of stay at the University in terms of number of semesters and high school G.P.A. is still significant (chi square = 16.9; d.f.=9; $p < .05$).

These findings show that a higher proportion of students entering with high grade-point averages from high school will graduate or at least stay longer at the University and that a larger proportion of students who enter with grade-point averages near the minimum of the 2.0 required for admission will leave or become suspended after their first few semesters at the University. Further, if those who graduate and those who are suspended are removed from consideration, among those who voluntarily leave the University there still is a positive relationship between the number of terms they attend and their high school grade-point average. Findings such as these are not unexpected. It should be pointed out that high school grade-point average has consistently been found to be the index most highly related to performance in college, because it is a global, general indicator of what an individual has done in the past. This includes not only his intellectual ability but what has been heretofore referred to as non-intellective factors such as aspirations, motivation and cultural background.

By working with the specific correlations between the School and College Ability test, high school G.P.A., college G.P.A. and length of stay in the University it will be possible to further refine the distinction between intellective factors and show what each of these proportionately contribute to the "success" of students in college.

Performance--Male-Female

A finding not anticipated was that males and females perform substantially the same with reference to staying or dropping out of the University. Studies conducted at other universities usually show that females drop out more often than males and that they drop out earlier in their college career, usually after the first or second year. However, Figure VIII shows no statistically significant difference in the performance of males and females in the entering class of 1963.

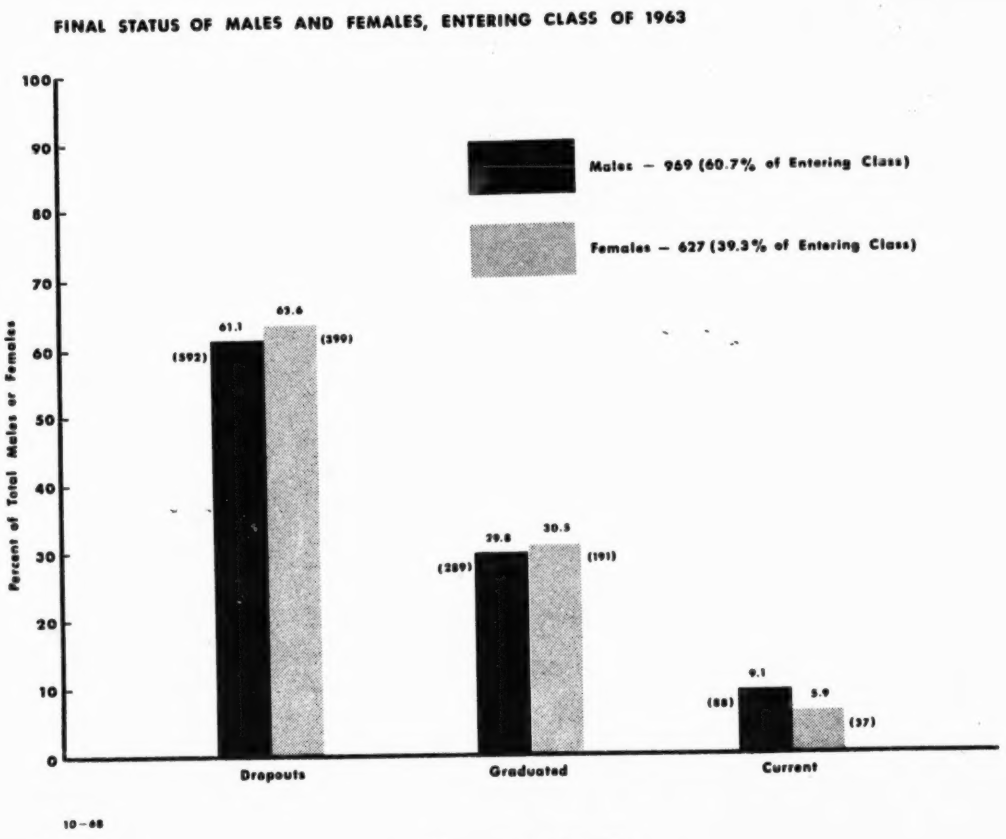


Figure VIII

Eliminating those who graduate from the University, and considering only the dropouts, there is a slight tendency for males to persist or stay longer. Though this is the type of finding anticipated, it is not statistically significant. As can be noted from Figure IX, the difference is almost entirely due to more females leaving during or after the first and second semesters. From the third semester on, females actually drop out less often than males.

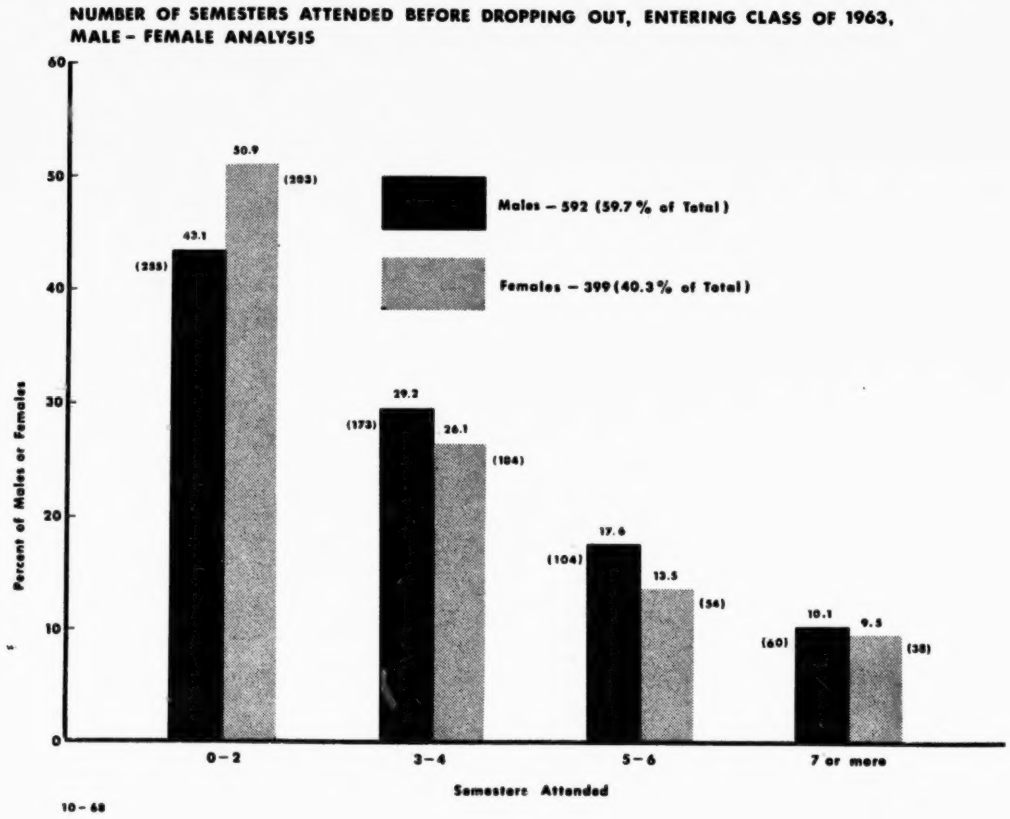


Figure IX

Though the overall performance of males and females does not differ significantly with regard to eventual graduation or dropout, there is clear evidence that in other ways, females tend to perform better than males. Females spend fewer semesters in University College before transferring out (chi square = 17.50; d.f.=7; $p < .02$). Throughout their stay in the University females are also suspended less often (chi square = 52.89; d.f.=7; $p < .001$). These findings are consistent with a tendency for females to have higher grade-point averages both in high school and college.

It appears, therefore, that while females drop out as often and at about the same time as males, they do so for different reasons. Fewer are suspended and the others tend to be in better academic standing when they leave the University. It is likely, then, that they leave voluntarily because of greater interest in the more conventional approaches to womanhood such as marriage, work and having a family, than in getting a college degree. To put it another way, they are not pressured or forced to leave the University for academic reasons to the extent that males are.

Performance--Spanish Surname

The total population of the entering class of 1963 was divided into the categories of "Spanish-American" and "Other" on the basis of surname. Two Spanish-American students made these judgments with a very high rate of agreement. They differed on roughly ten out of 1596 names. The result of this sorting procedure was that 198 students were judged to have Spanish surnames, or 12.4 percent of the total class.

Before proceeding to an analysis of relative performance, a further breakdown examining New Mexico residents in these two groups might prove interesting. If one eliminates non-resident and foreign students from the totals, the following distribution and percentages emerge. One hundred sixty-eight with Spanish surnames and 899 "Others" were New Mexico residents, or 15.7 percent of the total New Mexico residents were Spanish surnamed.

A further breakdown shows 94 (56%) with Spanish surnames from Albuquerque and 74 (44%) from greater New Mexico. All "Others" numbered 566 (63%) from Albuquerque and 333 (37%) from greater New Mexico.

The validity of using Spanish surname as a criteria for identifying persons having a Spanish-American cultural background can be questioned because some Spanish-Americans are named Jones, and other non-Spanish-American people may be named Chavez or Martinez. To get a rough idea of the accuracy of the surname as an index, one of the items asked on the questionnaire was what languages were spoken in the home. Table VII is based on the 234 respondents who answered the question concerning language spoken in the home. A comparison was then made between surname and whether Spanish was spoken in the home as a first or second language, and it was discovered that identification by surname is a fairly inaccurate procedure. If the results of our small sample hold more generally, about as many errors are made by using only surnames as are correct identifications. These errors are about evenly split between falsely indentifying non-Spanish speaking people as Spanish-American and not identifying some of those who speak Spanish in the home as Spanish-American.

TABLE VII

Relationship Between Spanish Surnames
and Spanish Spoken in the Home

		Judged "Spanish-American"		Judged "Other"
Spanish spoken	Yes	15		7
in the home	No	8		204
Total		23	+	211 = 234

Contingency coefficient = .56

To the extent that surname does not absolutely identify those of Spanish-American cultural background, such differences as may exist in the performance of Spanish-American and other students are more difficult to ascertain. Therefore whatever differences might exist would be more exactly determinable if it were possible to use more valid criteria.

Overall the Spanish-American group initially does not perform as well as the "Other". From Table VIII and Figure X it can be seen that a greater proportion tend to drop out in University College and the observed difference in dropout rate when tested statistically is significant by itself, (chi square = 6.08; d.f.=1; $p < .02$). There are also significant findings to the effect that Spanish-Americans have poorer grade-point averages in University College (chi square = 50.13; d.f.=3; $p < .001$).

TABLE VIII

Distribution of Spanish-American Surnamed and Other
According to Final Status in the University

	Dropouts U.C.		Dropouts Coll.		Graduates		Current		Total	
	N	%	N	%	N	%	N	%	N	%
Spanish-American	109	(55.8)	28	(13.7)	49	(24.4)	12	(6.1)	198	(100.0)
Other	639	(45.7)	215	(15.4)	431	(30.8)	113	(8.1)	1398	(100.0)

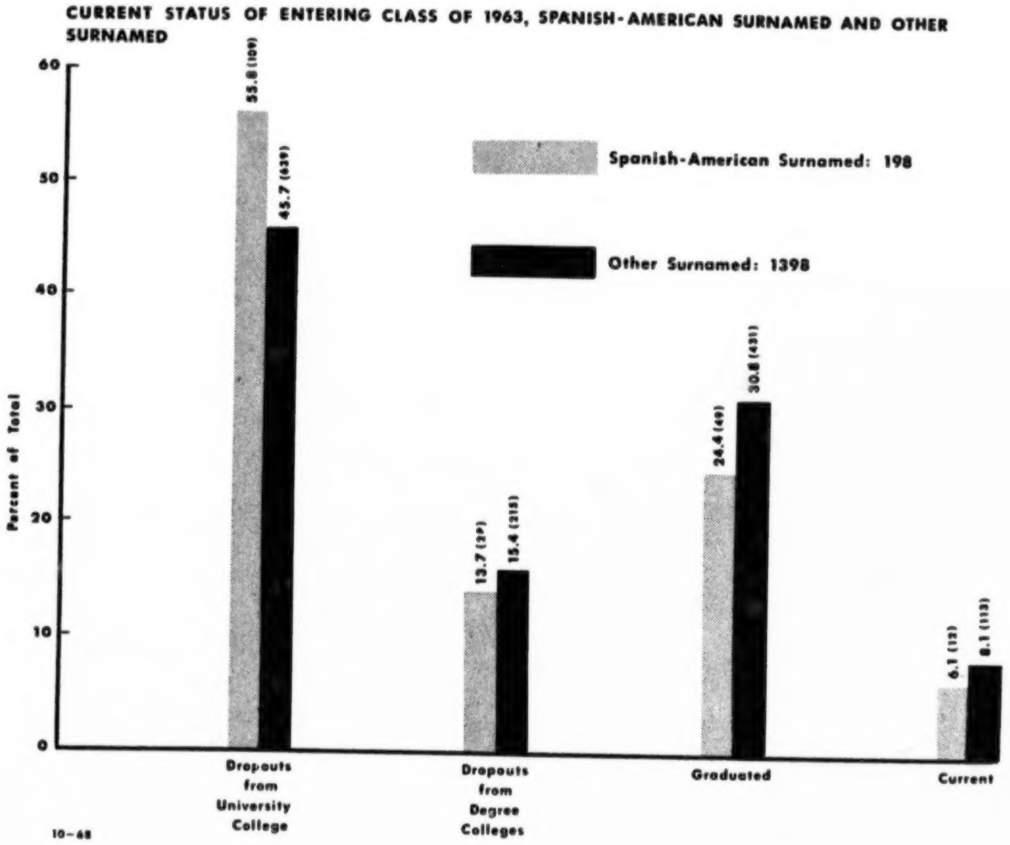


Figure X

This initial difficulty appears to be overcome in the first two semesters. There is no noteworthy difference in grade-point between Spanish-Americans and others during the later semesters, and the dropout rate is lower or just about the same for Spanish-Americans in every semester after the first. This seems to indicate that the most trying and difficult period is the first one or two semesters in college. Of course, this is true of all students, but even more so of those with Spanish surnames. This could also be interpreted as a result of rural and small town background, but the majority of those with Spanish surnames entering UNM in 1963 came from high schools in Albuquerque, rather than from greater New Mexico or from out of state. Also it can be observed there is no significant difference in graduation rate between the Spanish-American surnamed and "Others" (chi square = 3.8; d.f.=1; $p > .05$).

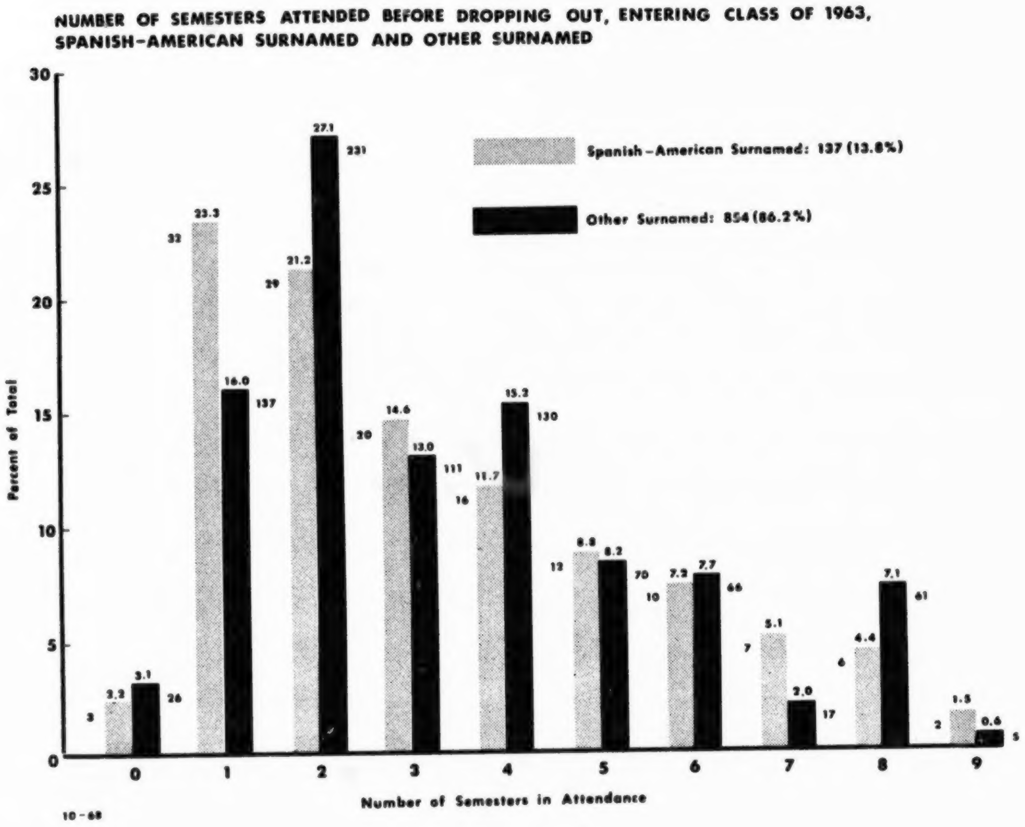

NUMBER OF SEMESTERS ATTENDED BEFORE DROPPING OUT, ENTERING CLASS OF 1963, SPANISH-AMERICAN SURNAMED AND OTHER SURNAMED

Figure XI

It can be observed from Figure XI that the patterns for "Spanish-American" surnamed and "Others" are different. Whereas the "Spanish-Americans" show the highest dropout rate in the first semester and thereafter a diminishing rate semester by semester, the "Others" show the highest dropout rate after the second semester and thereafter alternating dropout rates semester by semester. This alternating pattern shows a relatively low dropout rate at mid-year and a relatively higher rate at the end of each academic year.

This indicates that the Spanish-Americans do not wait until they are forced to leave by suspension, and it tends to support the idea of a more difficult initial period of adjustment for these students. The fairly even decrease in dropout rates by semester suggests that the "Spanish-Americans" are less influenced by the traditional academic year cycle than are the "Others". This is an important finding as it suggests the likelihood of differential influence of the formal academic system upon those of different cultural backgrounds. As mentioned before, these patterns would probably be clearer if more valid criteria were used to accurately identify Spanish-American background.

Summary

This section of the study has dealt with all the significant findings on the performance of the total entering class of 1963. These have been total performance of the class of 1963, transfers to degree-granting college, high school grade-point average and comparisons of two sub-groups--male-female and "Spanish-American surnamed" and "Others". The findings provide a basis for conjecture about the interaction of the University and its student population, as well as providing a basis for suggesting how this interaction can be improved. Such suggestions will be covered in the final section of this report entitled Summary and Recommendations. In the next section results thus far obtained from the contacts made with a representative sample of the class of 1963 will be presented.

RESULTS--SAMPLE OF 1963 CLASS QUESTIONNAIRE RESPONSE

A sample of the entering class of 1963 consisting of 408 individuals was selected according to stratified random sampling procedures designed to insure that graduates, current students, and dropouts would be represented in the same proportion as they exist in the population. Also students who were either enrolled in or intended to transfer to each of the seven degree-granting colleges were represented in appropriate proportions. Questionnaires were sent to each of these people following the procedures described on page 9. Eventually, 31 people or 7.6 percent of the sample turned out to be unlocateable, and in all probability these people did not receive a copy of the questionnaire. At this time 241 questionnaires have been filled out and returned for a response rate of 64 percent of the locateable subjects or 59 percent of the total sample.

These 241 respondents were compared with the original sample group to ascertain how representative they were of the original group. It was found when the respondents were matched to degree-granting college choice that there was no pronounced bias shown on this basis.

However, dropouts, particularly those from the University College, did not respond as frequently as current students or graduates. The difference in response rate between these groups was significant at the .001 level (chi square = 34.9; d.f.=3; $p < .001$).

TABLE IX

Distribution of Responses to Questionnaire

	Responding		Not Responding		Unlocateable		Total	
	N	%	N	%	N	%	N	%
Dropouts U.C.	83	(44.1)	84	(44.7)	21	(11.2)	188	(100.0)
Dropouts Coll.	38	(58.5)	20	(30.8)	7	(10.7)	65	(100.0)
Current	23	(82.1)	4	(14.3)	1	(3.6)	28	(100.0)
Graduates	97	(76.4)	28	(22.0)	2	(1.6)	127	(100.0)
Total	241	(59.0)	136	(33.4)	31	(7.6)	408	(100.0)

From the table it can be seen that a fairly representative sample of graduates and current students was obtained since around 79 percent of these students responded. On the other hand, 58 percent of those who dropped out of degree colleges and only 44 percent of those who dropped out in University College responded. It could be that response rate represents the strength of a student's association with the University. If we arranged these four categories either in terms of length of stay at the University or in terms of time since last enrollment in the University, they would be arranged in an order that corresponds perfectly to degree of response to the questionnaire, i.e., current students highest, then graduates, followed by dropouts from degree colleges and University College dropouts lowest. This response pattern supports the assumption that the strength of a student's relationship with the University is proportionate to his length of stay. Conversely, it tends to confirm that early dropout is a reflection of "alienation" or "lack of identification with institutional goals and values". It should be pointed out that traditionally a University allocates its resources and services following this same pattern; that is, the longer a student remains the more attention he receives. For example, alumni are shown a great deal of concern and attention by the institution, and the alumni reciprocate to some extent. But as was pointed out before, virtually no attention has been shown the greater proportion of students who have not graduated from UNM and the least attention is given the beginning student.

Dropouts receive no announcement of new programs or alumni bulletins. Current addresses are not kept for these people. No concerted effort is made to ascertain the reasons for dropping out by way of exit interviews or other contact. In fact, in most instances the identity of a dropout is of no apparent concern to the University or the student's college.

With regard to beginning students, it is well established that the bulk of University services is reserved for upper division and graduate students at the expense of the beginning student. Several illustrations are: the large lecture sections, contact primarily with teaching and graduate assistants, academic advisement primarily by new, inexperienced faculty, lack of freshman-oriented extra-curricular activities and related student services. In fact, most services are reserved as rewards for the "winners" rather than their being considered as aids to the student in "making an adjustment" and "identifying with the institution". The system is oriented in the direction of requiring a student to prove himself, unless he has done so by outstanding high school performance, before he can participate in most activities or receive many of the services and recognition provided by the school. To ignore the beginning student and the early dropout in this manner contributes to the student's "alienation" and "lack of identification with the institution", which tends to insure that such explanations for attrition will be self-fulfilling.

Other likely interpretations of the lower response rate from dropouts can be suggested. The university experience is colored by failure for the dropouts making it a "touchy" or sensitive issue with which they would rather not deal. This leads to "forgetting" the questionnaire, misplacing it, etc. The nature of the questionnaire, since it vaguely resembles a final examination in general psychology, is more often rejected by the disaffected dropout for the same reasons that led him to drop out. Still another possibility is that the dropouts have not thought through to any great extent their university experience. They are therefore simply at a loss and have nothing to say.

However, whether dropouts do not want to speak out, cannot speak out or need a different means to do so, it is important that they be heard. It does not seem reasonable or safe to conclude that the dropout group is adequately or fairly represented by a response rate of 40 to 50 percent. The error that would be committed by assuming that dropouts are adequately represented among the respondents would be to assign greater weight to the opinions of the "winners", just as most analyses and reports currently do.

To further emphasize this point, we might look at the final item on the questionnaire which is an open-ended "essay" item. This item asks the respondent to generate an answer or to think out, organize and write some constructive criticism of the University. The question is reproduced below, but keep in mind that it came at the end of a rather lengthy questionnaire.

> We are further interested in whatever ideas you may have as to how the educational experience at the University of New Mexico could be improved from the student's point of view. You may leave this item blank, if you feel that previous items have covered the areas in which you would have major suggestions; but if you have other points to add or areas you wish to emphasize indicate these below:

Again, by college there were no significant differences in whether students wrote on this question or in the nature of complaints, though Nursing, Pharmacy, and Engineering students tended to be a bit more critical on all student services while Business Administration students confined their complaints to classes and professors. But the significant matter is that even among those who sent back the questionnaire, students currently enrolled and graduates wrote more often and more critically than dropouts on this particular item (chi square = 11.42; d.f.=4; p. <.01). Of course, the critical nature of the responses is no surprise since this is what the item calls for. But outside of spontaneous positive comments offered, one in support of the Newman Center and two in support of the graduate assistants who have time to provide individual attention, and several on the questionnaire itself, all other comments were negative in nature. A tabulation of the complaints follows.

A. Classes
   1. too large (14)
   2. lecture method (4)
   3. use of grades (7)
   4. use of graduate students (1)
   5. curriculum is restrictive and unrealistic (22)

B. Professors
   1. don't care (6)
   2. don't know how to teach (15)
   3. are not accessible (2)
   4. assign busywork (2)
   5. are not fair (2)

C. Administration
   1. lack of involvement with students (6)
   2. lack of involvement with the community (1)
   3. too much bureaucracy (2)
   4. rules too strict or lenient (5)

D. Student Services
   1. lack of individual attention (1)
   2. poor counseling and advisement (28)
   3. lack of social activities (8)
   4. lack of financial assistance (2)
   5. poor library facilities (1)
   6. complaints about student government (1)

E. Questionnaire (2)

These findings tend to support a general thesis that the "winners" are more verbal and expressive, at least in writing, and the above outline gives us a general idea of what they are saying. However, can we assume that the "losers" would say the same thing if they had taken the opportunity to speak out as often? Perhaps their relative silence on this item means that they do not wish to be critical of the University or have not looked at the University as sharing the responsibility for their unrewarding educational experience.

Because the dropouts are not adequately represented in the sample and because other evidence indicates the very method of measurement exerts some biasing effect, it seems important to try to increase the size of the sample and to introduce new methods such as directly interviewing the subjects. It would be possible to get a fair indication at this time of what the "winners" or the current students and graduates have to say on the questionnaire, since roughly 79 percent have responded. Little is known concerning how the "losers" contrast in their responses. To compare these groups with a view to ascertaining any variance in their responses would be inappropriate at this time.

One very interesting finding that can be reported at this point is that according to the self-report of the respondents, 35 out of 121 responding dropouts had continued their education at a four-year college after leaving UNM; this does not include vocational schools or in-service business training programs. In checking to see how many of this group had requested that transcripts of their UNM work be sent to another institution we found that 31 had had transcripts sent to one or more schools and 4 had no transcripts sent. Six of the 31 asked that transcripts be sent to one or more schools, but not to the one they had listed themselves as currently attending. Based on self-report, the actual number or proportion of students who leave UNM and go to other schools is somewhat higher than the number projected from examining transcripts. On the other hand, it may be that some of these people took extension courses or were not actually enrolled in the college they reported attending, and therefore were not required to report all schools they had previously been enrolled in.

The above figures would seem to suggest that 26 to 29 percent constitutes the maximum percentage of UNM dropouts that later enroll in some other college. However it must be remembered that these figures are based on responses from only 50% of the total dropouts in the sample. It is reasonable to assume that those who did not respond were the disaffected students as mentioned above. If all dropouts had responded the above percentage would likely be considerably lower. When checking the transcripts of the total population of dropouts of the 1963 entering class, it was found that 18.4 percent had requested that transcripts be sent to other institutions. In view of the close relationship between these two methods of identifying transferring dropouts, this lower percentage of transcript requests provides additional evidence to support the assumption that actual transfers constitute a far smaller proportion than the 26 to 29 percent.

Thorough statistical analysis of the responses to the questionnaire will not be undertaken at this time because of the bias referred to above. After further contacts are made with non-respondents in the sample, which it is hoped will provide a more adequate proportion of dropouts, a detailed comparison will be made between dropouts and graduates, male and female, "Spanish surname" and "Other" as well as relationships among the items of the questionnaire in order to identify patterns of responses and differentiations in categories of students, if any.

However, in the Appendix a copy of the questionnaire and a tabulation of the answers given to each item by the total 241 respondents is provided. Additionally a tabulation of the responses of the "Spanish surname" group is attached. (It must be remembered that this sub-group is included in the tabulation of the total group if one wishes to make his own comparisons.) The reader is encouraged to examine these tabulations keeping in mind that at this point it is possible only to get a general idea of what most students are saying without regard to their current academic status as previously defined, i.e., dropout, current, graduate.

To illustrate to the reader and perhaps encourage such independent examination, the following items are discussed with suggested interpretations. These have been chosen either because of their high interest value or because the patterns of response are so clear that reasonable assurance exists that future responses will not alter the results.

Item 22. How did your father or guardian feel in regard to you going to college?

1. Did not want you to go. (2)
2. Seemed indifferent. (5)
3. Showed some interest but did not think it was really necessary. (10)
4. Maintained there was some need for a college education. (52)
5. Constantly impressed on you the need for a good education. (169)

The above item illustrates a clear pattern of responses. It demonstrates that from the students' point of view strong parental pressures exist to pursue a collegiate experience. This raises a question of whether enrollment in college is the result of a student's internal desire and commitment to an educational experience or whether his enrollment is the result of strong external pressures without regard for the student's felt needs?

Item 27. Who influenced you most to attend college?

1. Yourself. (63)
2. A parent. (34)
3. Both parents. (78)
4. Teacher, minister, or other adult. (11)
5. Friends your own age. (12)
6. No special person. (39)

The pattern emerging from responses to this item tends to support the suggestion that attending college is attributable more to external influences than self-determination. Only 27 percent of the respondents viewed their enrollment as primarily their own decision.

Item 30. While in school, when did you first consider most seriously quitting and going to work?

1. During the early years in high school. (2)
2. On graduation from high school. (14)
3. During the early years in college. (86)
4. Late in college. (23)
5. Never. (113)

Considering those respondents who enrolled and had not thought of quitting school prior to enrollment it is most interesting that an even split occurs. Fifty percent continued, giving no serious thought to interrupting their attendance while 50 percent gave it serious consideration. A further observation that needs to be made is that most who thought about dropping out did so in the first several semesters. This reinforces the assumptions concerning "alienation" and "failure to identify with the institution" and the high incidence of these reactions in the beginning semesters.

Item 42. If you were to begin college now, would you:

1. Choose the same courses at the same school? (98)
2. Choose the same courses at another school? (30)
3. Choose other courses at the same school? (81)
4. Choose other courses at another school? (25)
5. Not enter college? (5)

One cannot use this item at this time to demonstrate alienation from or affinity for UNM as graduates and current students are the greater number of respondents. Until the detailed analysis is done, this kind of conclusion would be inappropriate. But one can properly observe that of those who would again choose to go to college (98 percent or all but five) 45 percent would pursue a different course of study. This significant number lends further weight to previous observations regarding indecision, vacillation and lack of personal commitment other than to obtaining an "education" or a degree. In short, regardless of the nature of the first collegiate experience, the same pressure to "attend college" is present.

Item 44. When you attended college, what percent of your college expenses did you earn?

1. Less than 10%. (102)
2. More than 10% but less than 25%. (23)
3. More than 25% but less than 50%. (22)
4. More than 50% but less than 75%. (29)
5. More than 75%. (64)

This item points up the bi-modal nature of the student population of UNM with regard to financial backing for a college experience. A large group receives total or nearly total support while another sizeable portion support themselves either totally or nearly so. The financial pattern is one of extremes and raises a crucial question for further examination in reference to a possible relationship between graduates and dropouts and also possible forced choice of college because of location and financial constraints.

Item 47. While in college, the areas in which I found little or no assistance available were: (circle those which apply)

1. Selection of course. (77)
2. Tutoring. (37)
3. Financial aid. (21)
4. Vocational planning. (68)
5. Personal-social counseling. (63)
6. Academic information. (34)
7. Spiritual guidance. (10)
8. Reading and study skills. (49)
9. Job placement services. (22)

Responses to the above item lead to two related conclusions. The first reveals that students seek individualized assistance in getting to know themselves better. They seek help in ascertaining their vocational interests and counsel regarding their personal and social problems. They also feel a need for assistance in overcoming weaknesses in academic skills relating to study habits and linguistic deficiencies.

The second observation is related to the failure to find adequate services to fill these needs. Academic advisement, vocational planning and personal-social counseling head the list of inadequacies with reading and study skills, tutoring and academic information services coming as the second group in this order.

It should be noted that this same pattern is found in the answers given to the open-ended question which is discussed on pages 28 and 29. These findings further support earlier suggestions that serious deficiencies exist in the system that is the University. When one considers that increasing size tends to create an atmosphere of depersonalization, efforts to offset this atmosphere require more attention. Such efforts can be greatly aided by increased support of individualized services to convey to the student a sincere feeling that he matters first as an individual and second as a "freshman" or a "student". More typical of the large university however is the reservation of such recognition for upper-classmen or graduate students with less attention given to those beginning students seeking to develop a satisfying relationship with their college and therefore those most in need of such services.

Many items not noted specifically in the above discussion prove most interesting if one examines them. However, most are more significant when they are related to other items and the responses are correlated, particularly if such correlation is made with regard to status, i.e., graduates, late dropouts and early dropouts. Patterns of background, value structure and motivation orientation are sought by this device and if such emerge, a more reliable basis for making specific predictions and recommendations will exist. But as previously noted, the bias in the responses received at this time, in that many more graduates and currently enrolled students than dropouts have cooperated, makes reporting of such relationships inappropriate. As will be noted more particularly in the final section of this study, every intention exists to pursue non-respondents with the view to increasing both total responses as well as to eliminate the bias so that complete analyses can be made. It is usual when using the questionnaire device to experience such incomplete data results and in fact the measuring approach of the questionnaire itself produces a "response set" that is predictable and biased. These known factors dictate that follow-up by way of structured and unstructured in-depth personal interviews and other measuring devices be used before final conclusions are arrived at.

Some grouping of items that might well be generally examined by the reader, but without these being considered as all-inclusive, are suggested as follows. a) Items 60,62 and 63 tend to demonstrate the values and goals of those who enter and experience some college exposure. The present sample is heavily weighted toward a kind of gregarious, socially-oriented person who places primary emphasis on job, family and leisure, with experience combined with formal education as the most promising route to attainment of these goals. Few are concerned with activism in either local or national problems or affairs. b) Items 80 through 84 are worded in a less personal, or more abstract, fashion and relate to less practical and more idealistic values and goals. In these cases the respondents appear to shift their responses accordingly, i.e., support in the abstract of critical examination of ideas, individual exploration of social and moral ideas and development of creativity in the individual rather than the responses showing an orientation toward structuring educational programs to prepare one for a job or career that would tend to lead more directly to job security, family and leisure. These two sets of items and responses can be reconciled, but the divergence in responses seems more striking and tends to support a thesis of "response set" or responding as one believes he "ought" to when dealing with abstract principles, but responding more directly when the item is worded in a personal fashion.

c) Items 40, 41 and 67 with the responses seem to reflect a pattern that emphasizes a philosophical commitment to mass education with few or no failures in the educational endeavor, that both admission to and completion of an education at the higher level is more a matter of right than one of earned privilege. This pattern is more interesting when compared with the responses to item 72 dealing with reaction to competition and other items regarding assessment of the respondent's relative "success" or "failure"level with that of his peers.

The possibilities of other similar general analyses are innumerable. But those discussed above should serve the purpose intended, namely to illustrate. Further treatment of the questionnaire at this time will be left to the reader.

SUMMARY AND RECOMMENDATIONS

Gross data accumulated on the entering freshman class of 1963 at UNM demonstrates that 47 percent of the students dropped out of college in their early semesters in attendance and few continued their education at another college five years after initial enrollment. An additional 20 percent drop out of degree-granting colleges, most in the third, fourth and fifth years. Those who drop out comprise 67 percent of the enrollment that came in contact with the University. Little has been done in studying this large group or in providing services to them either to persuade them to continue or to assist them in moving to other tracks promising an upward thrust in general growth and development as well as preparing them for useful employment and a satisfying life.

Simultaneously, many services and the bulk of available resources are made available to those who graduate. As the "winners" emerge from the mass, the system rewards them with smaller classes, privileges in participative activities, increased opportunity for financial aid, placement services, individual recognition and awards, and finally follow-up alumni services. The tradition and trend is service to the "winners" and forget the "losers". Nearly all programs, services and structure lead one to conclude that most of those responsible for the system view the mission of the University as solely production of students who have earned a degree at the bachelor's level or above and that possession of the degree is the sole proof of a successful educational experience. Those who come and for any reason "do not make it" are largely left to their own devices and after the fact are explained, if at all, by "they didn't belong here in the first place". But the more basic question seems to be what a formal educational experience actually is and whether this University's mission is not to provide the opportunity for a satisfying and valuable experience to all that are admitted and who enroll.

The following Figure is based on a study conducted by the Department of Guidance of the New Mexico State Department of Education published in March, 1967. The youth that entered grade nine in 1959 was followed to graduation from high school. Follow-up of those who entered college and performance at this institution to graduation by June, 1968 is added.

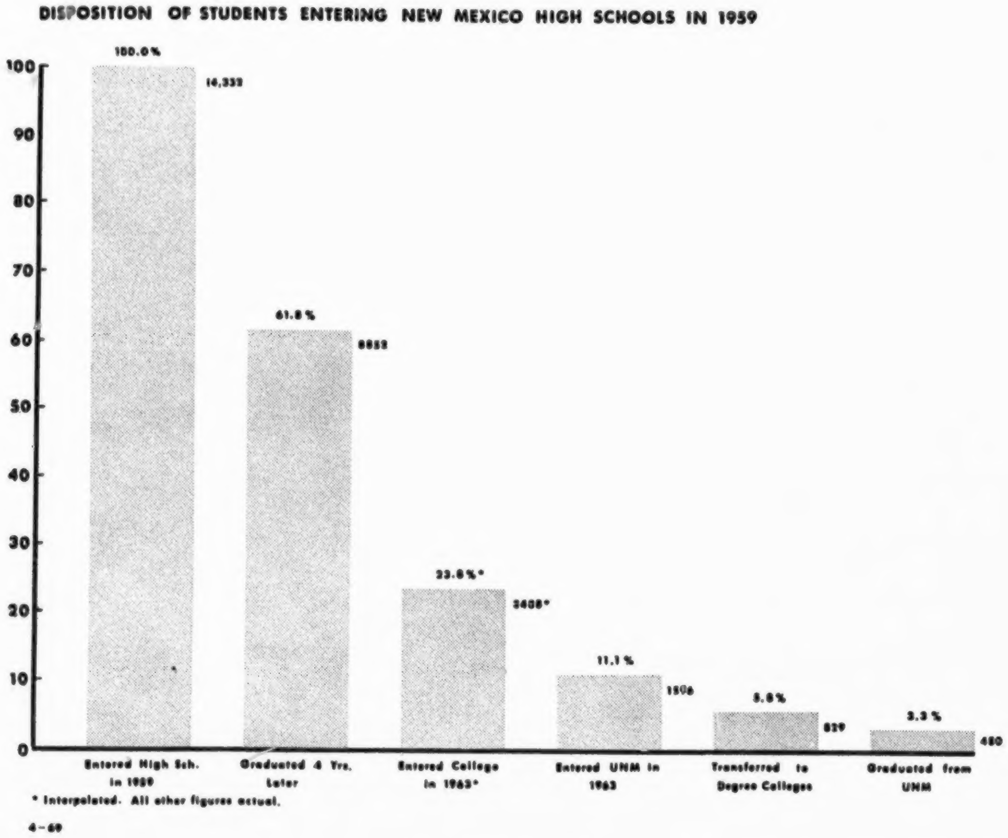


Figure XII

The overall picture should cause anyone to question the nature of the educational system in New Mexico, and particularly as this system relates to the needs of this state and its citizens. The emphasis appears to be to push people upward on the academic ladder through high school, to and through college at exceedingly high financial cost, and the end result of this thrust is to supply the "indispensable credential" of the "educated man" to approximately 10 percent of those who initially entered high school. Additional data exists to show that a sizeable portion of those who receive the ultimate benefit then leave the state.

If one accepts the premise that the educational system should be so organized and the financial resources used in a manner that will provide the greatest benefit to each youth as his abilities and interests permit, recognizing that four year degrees and graduate degrees are but one of the desirable ends and fill the need of but a few of those served, then it follows that a reallocation of available resources take place. Presently nearly all resources are expended on a system that provides maximum benefit to only 10 percent of the users, the "winners". An appropriate system would recognize the diverse nature and diverse needs of the users and use the system and its resources to assist each individual in deriving maximum benefit from whatever time he is involved in and exposed to the formal educational experience.

In the light of the findings set out in this study and the conclusions suggested by these findings, several recommendations of a rather specific nature emerge which hold promise for the short run. These recommendations are but interim until a consolidated, long-run master-plan for education in general and higher education in particular can be evolved and implemented for the State of New Mexico and UNM in the light of the needs of the citizenry in the latter years of the twentieth century. It should be stressed that this long-run approach is finally being suggested in many quarters after years during which a few voices advocating wide-sweeping reform went unheeded and action was limited to reaction to fragmented pressures, both statewide and within individual institutions. This approach has resulted in a patchwork growth and in the overlapping and inefficient arrangements that serve neither the youth as individuals nor the general society for whom the educational system exists.

The first set of recommendations relates to creation of significant official contact with students. A decade or more ago casual and informal associations between faculty and students served the basic needs of most students and the institution. Size and emphasis of the school made such contacts possible and relatively fruitful. As enrollments soared, as programs multiplied and fragmented, as class sizes rose, as faculty increased with constantly more emphasis being placed on graduate education and research, and as social change both on the campus but more importantly in the larger community took place, these informal contacts were then officially encouraged through university-wide large-scale talk-ins, teach-ins, self-evaluations and other devices in the hope that increased communication and understanding would result. As commendable as these activities might be, only a very small faction of faculty and administration, and more importantly only the most active students, a fraction of the "winners", have participated. Little direct action by way of help to the individual or modification of the system has resulted from these activities. And most crucial of all, the 70 percent who drop out have had little contact with these activities and there has been no significant lowering in attrition in the past twelve years. Probably these efforts have diminished the general problems of student discontent by encouraging self-expression by these minorities, but strong evidence indicates more reliance has been placed in the effectiveness of these methods than they merit.

In order to begin closing this "open-bottomed" system where students are free to come and go with hardly any official acknowledgment, there must be more involvement with students at crucial, decision-making stages. The first of these points is advisement in University College, particularly for freshmen. Most advisement contacts are presently ineffective (see page 33, and item 47 of the questionnaire). At present students are required to obtain their adviser's signature on a program of studies during registration and are also expected to pick up mid-term grades from their advisers. Spot checks have indicated that far fewer than 50 percent of the students do pick up mid-term grades or otherwise see their adviser during the term. Failure of the student to take the initiative is quite understandable in view of their orientation evidenced by various findings set out in this study, thus the initiative must come from the individual adviser. Such initiative is effective. A few advisers manage to meet with most of their advisees each term for a pre-advisement planning session by using initiating but non-coercive devices to arrange appointments with their advisees.

To encourage this type of interaction of the students and advisers does little good if advisers are not interested in the student who is not performing up to expectations academically or those whose past records do not promise outstanding performance. Advisers themselves seldom did poorly in college, so they simply do not understand. They find it difficult to lose their negative attitudes or are just plainly disinterested in students who "don't belong here". A few advisers, because of special background or experience, can tolerate working with the student who is marginal and some thoroughly enjoy it, but the majority are clearly more interested in the "winners".

In order to perform effectively as an adviser, one must desire to work with all the students he encounters. This requires a great deal of time and thus it becomes necessary that effectiveness in this activity must be rewarded both financially and with a recognition of the activity as a "respectable" function along with research and community service. Together with advanced registration procedures, much advisement could be done in late summer before freshmen actually arrive in that the majority live in the Albuquerque area. A corps of advisers selected for interest and appropriately compensated could handle the bulk of the freshmen at a level of quality and individuality presently unknown to UNM. Such a corps of advisers would need special training in understanding the problems of students and in becoming acquainted with the options open to the student as he grapples with and learns to deal with a university system. The effects of such a comprehensive training program would not be limited to the freshman class or the selected group of faculty, but would surely spread to other members of the faculty and administration. To put this type of training program together would require time and financial support.

A second area where it is important to have meaningful official contact with students is during withdrawal from the University. Interviews with students at the point of readmission reveal the diversity of reasons that led to withdrawal. For many of these students withdrawal would have been avoided or the impact of withdrawal with regard to the system and the students' status on return could have been minimized with pre-exit advisement and counsel. For example, questions as to academic status and grades have been left unanswered as far as the student is concerned, so that he did not know his status. (See Questionnaire Item 35.) It seems that it would be much better for students to both exit and re-enter through the same process so that they might show that such conditions as were related to their leaving initially (be they health, family, or financial) had now changed. Also, it may be possible to provide some help in terms of advice or information on managing these outside circumstances and to recommend when or in the wake of what kind of change the student should seek readmission. The Counseling Center and the Health Service should be jointly responsible for managing this type of traffic since the major concerns are health, both physical and mental, the area of social relationships and responsibilities, and the student's ability in relation to his academic plans and program. If this is interpreted by students as paternalism, it should be pointed out that private industry and government show at least as much paternalism in their personnel policies, and in later life these kinds of contacts are likely to increase.

The third recommendation is that the University should maintain contact with students who are under academic suspension. If the theory or philosophy behind suspending a student is that he needs time to increase his general preparedness for college before being given another chance, the University should also be concerned about the availability of community resources and provide the additional services necessary to help students discover their needs and correct their deficiencies. Our present lack of involvement with students under suspension projects the image to nearly everyone that suspension is a purely punitive measure designed to improve student performance in the same way that "a whipping" was supposed to have helped one to become morally sound.

Students under suspension should have the opportunity to follow a reading and study skills program geared specifically to learning how to learn in a university setting. The only community resources that have come close to providing this kind of educational experience have been commercial reading dynamic courses and the Community College speed reading course. However, none of these courses base their offering on an analysis of the student's individual needs regarding the learning process. Furthermore, because of the emphasis, these courses tend to be of greater benefit to those who begin courses with at least average reading ability. Other commercial courses emphasize content or subject matter rather than how to learn. Educational and vocational guidance should be combined with such a course or program, if one were initiated, to form a complete diagnostic and correction service.

The last specific interim recommendation to be made here deals with degree college dropouts. Following the thesis that significant official contact with individual students at crucial times during their college experience is highly desirable, annual review of records in some form or manner should be instituted by the degree colleges. This type of formalized contact should help decrease the high number of dropouts from degree colleges in the third, fourth and fifth years. Advisers are presently expected to perform this function in most departments, but apparently they are hesitant to accept this responsibility. Perhaps some kind of periodic statement, analogous to a financial statement, might be issued. Clerks might do a better job than professors in handling this aspect of advisement, since the detail work necessary to determine a student's standing can become frustrating to someone who is not used to handling it. On the other hand, the student might be required to submit an annual report of classes taken and grades earned, worked out in relation to requirements for graduation. This would be similar to what is now done at the graduate level. This type of self-accounting and reporting would help the student to become aware that he is ultimately responsible for seeing that he will meet requirements and be able to graduate when he anticipated.

Other specific recommendations can be made that would prove helpful to some, if not all, students such as calendar modification, changes in curricula structure and re-examination of regulations regarding academic and non-academic programs of the University. Many of these are under discussion in various quarters of the University and furthermore they require much more study before changes are instituted. They therefore would be better considered in the nature of long-run rather than interim possibilities.

This study has demonstrated how much is not known about the nature of the youth enrolling in the University and their interaction with the policies and practices of the institution. Without such knowledge, it is impossible to make intelligent decisions regarding directions the University should take in carrying out an educational mission. This certainly is true also at the planning level for a state educational system.

Nature of degrees, curricula, admission criteria, services and their relative priorities for support through claims on scarce resources must be considered in the light of the nature of those who enroll, their needs and demands. Even if one takes the position that the exclusive function of UNM is to offer traditional programs of higher education, ignoring the heterogeneity of the students and their needs and demands, and that only those who seek this type of higher education should enroll and continue, then a clearer knowledge of what kind of person this is becomes necessary in order to set admission standards that would select this homogeneous group. Without this knowledge one must be content to continue with the present state of affairs which tolerates large admission numbers and a 70 percent attrition.

It is doubtful, however, that either of the latter alternatives are real options even if large numbers of faculty and staff might cling to the "traditional". The commitment of society to some form of higher education for all, the emphasis on providing individuals with a variety of post-high school educational opportunities, the increasing concern about social problems and the resultant pressures upon the educational systems to find solutions all tend, in the long run, to mitigate against the narrow view of academe as a community of scholars mutually pursuing the traditional type of undergraduate and graduate education.

If one were to take the above position and attempt to defend it, it would be found that the mass admissions and dropout approach is so costly in both human and financial resources that other more efficient educational and training institutions would arise and demand financial support. The pressure from such developments would soon impact upon UNM and upon the educational system of the state to an extent far greater than that now existent.

The development of UNM in the past several decades, and particularly in the most recent past, is strong evidence that the direction is to retain quality traditional-type programs and, simultaneously, to offer increasingly diverse programs to meet the demands of society and the needs of its youth. However, most of these developments have occurred as a result of a widely perceived need or external pressure, but with little advance study of the nature of the youth to be served or of the most efficient and effective method of organization of the program.

Thus, it is strongly urged that research be carried on in an organized and continuing fashion into student characteristics and institutional policies and practices. Masses of potentially useful data are presently in the hands of the Office of Admissions and Records, the University College, the Testing Division, the degree colleges and the Graduate School, as well as various other student service offices such as the Placement Center and the Student Aids office. Each of these divisions makes some use of the information in terms of annual reports and by taking note of unexpected trends or changes. However, the integration and analysis of this information as it bears on a specific question, such as dropouts or the Spanish-American student, is presently left to independently interested groups or individuals.

This means that each of the various offices is faced with continually recurring questions concerning 1) whether to provide the data; 2) what form to provide it in, and 3) should they provide clerical assistance or otherwise permit their operations to be interrupted. Since this study has cut across the operations of many of these offices, it should be pointed out that obtaining interest and cooperation was not a problem. The problem was in asking these offices to provide information or make it available to an outside agency without adequate guidelines relative to who should have access to such data. The risks were taken but such need not have been the case. Because of growing interest in, and need for, this type of research, the problem will grow and offices will be faced with the contention that since data was provided for this group or individual it should be provided for that one. It may then become necessary for these offices to withhold their cooperation for self-protection.

Two problems arise which are related to support for a coordinated research effort as suggested. The first is one of mechanics and the second involves determination of policy. With the availability of high speed data processing and computer equipment, a uniform definitional and coding system should be developed. All records and information on students kept by all colleges and offices should use these definitions and codes. This information can then be stored for immediate retrieval without the necessity for hand search of each original record in the various offices throughout the University. A central data bank is the essence of this suggestion. Speed of data retrieval and reduction as well as speed in analysis would permit research to proceed more rapidly and at lower cost after the initial outlay for installation of the system. (It should be observed that the University College and the Office of Admissions and Records have cooperated in such a venture that permits machine processing of data for limited studies up to the point of student transfer to degree colleges. But this is but a small start in the suggested direction.) A consolidation of all data now available, such as matriculation date, academic record, status, college, etc., and personal profile data from the American College Testing Program together with test scores, high school attended and all similar data could well be included in any centralized data storage plan. The details need not be spelled out here to demonstrate the advantages that would flow from such a system.

The second critical problem deals with the establishment of policies governing access to such data. Access can be limited or unlimited. Certainly academic records of a college's own students would be available to the college. But should personal data be available? Should any individual or group, faculty, student, or combination thereof have unlimited access for any proposed research project? The question of confidentiality on the one hand and appropriateness of proposed use and responsibility of the user or user agency on the other requires both carefully drawn guidelines and a method of applying these guidelines. The judging of requests is critical now, and if a centralized system is instituted, it will become more crucial as more demand for access is generated.

The closing request is that the other phases of this study not now complete receive support to permit continuation of this research into student characteristics. Continuing research of this nature needs encouragement and financial support. The worth of such studies depends on the questions they raise in the minds of the readers and the changes that take place in the system as a result of the information and insight that the study may supply. It has been the intention of the authors of this report to generate such questions and to provide information relevant to changes at this institution.

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APPENDIX

THE UNIVERSITY OF NEW MEXICO
ALBUQUERQUE

OFFICE OF THE PRESIDENT

July 29, 1968

You are being contacted as a member of the freshman class that entered The University of New Mexico in the fall of 1963. Our attention has been narrowed to a small portion of that class in order to ask some questions which should reflect the overall experience of the total class in their relationship with the University. You have been selected as a member of this smaller group or sample. Will you please participate by filling out the enclosed questionnaire and returning it to us? We are depending upon a sample of only one-fifth of the original class, so your particular reactions are all the more important to us.

Why are we doing this? Why is this important, and why should you be asked to participate? The picture in higher education is a rapidly changing one, but it often changes without benefiting from the experience of those who have directly confronted the challenge of classes, degree requirements and other features of the University setting. The beginning class of 1963 seems to be a group whose experience is both tested to some extent and yet fairly current and therefore relevant to present conditions.

Please begin by reading the directions on the first page of the enclosed questionnaire. As a result of filling it out you may have further questions or issues which you care to discuss. Write the University College and Counseling Center, or contact them by phone.

Sincerely yours,

Ferrel Heady

Ferrel Heady
President

FH:kp

THE UNIVERSITY OF NEW MEXICO | ALBUQUERQUE, NEW MEXICO 87106
UNIVERSITY COLLEGE AND COUNSELING CENTER
TELEPHONE 505: 277-2631

You should have received from the President of the University, Ferrel Heady, a questionnaire concerning your relationship with the University of New Mexico. Your response will be valuable to us in assessing the effects of education from the student's point of view. by completing the questionnaire and mailing it back, you will put your experience to work in a way that may profit other students who are just coming to the University.

If you did not receive, or have mislaid, the questionnaire we would like to send you another. If you do not wish to participate please inform us so we may ask a different member of the beginning '63 class to respond. We invite you to communicate with us so that we may know the effects of our research and the extent to which our efforts in reaching people have been successful. Write or call 277-2631.

Sincerely,

William H. Huber

William H. Huber
Director

WHH:kp

University of New Mexico Questionnaire

General Directions:

Most of the questions relate to the value of your educational background. Whether you are continuing your education or working and becoming involved in new experiences seemingly unrelated to formal education, we are asking you to look back and give us thoughts and opinions concerning your formal education.

Necessarily, some of the questions pertain to family background, present circumstances and future aspirations, information which is essentially personal. We recognize this, and offer assurance that such information will be held in strict confidence. At the same time, we appreciate and in fact depend upon your being forthright. Such information will help us to realize the significance of your other responses.

Answer the questions as best you can. We recognize your right to skip an item you consider to be private. At the same time we have tried to eliminate such items from the questionnaire. It will take approximately 35 minutes of your time to answer all the questions. Please complete and return the questionnaire to us by ____________________.

Today's date____________________

Name:____
Last First Middle

Address:____

Age:____________________________ Date of Birth:__________/__________/__________ Sex:______________

Marital Status: (check one) Married ( ) Single ( ) Divorced ( ) Widowed ( ) Children ( )

Your chief occupation:____

Father's chief occupation: (if deceased list mother's)_______________________

Name of high school from which you graduated:________________________________

List all colleges, trade schools and training programs you attended since the fall of 1963:

School	Attended from:	to:

I. Place a number next to the languages spoken in your home while you were in grade school and high school. Use the number (1) through three (3) with "one" indicating the most frequently spoken language. Where only one language was spoken just indicate by placing an "x" next to the appropriate category.

_____a) English
_____b) Spanish
_____c) French
_____d) Italian
_____e) German
_____f) Other (specify)____________________

II. Before answering the main part of this questionnaire, please state briefly why you left UNM. [(For example, graduated, was suspended, etc.) If you have been in continuous attendance during the regular school year since enrolling in 1963, please indicate.]

III. If you were again a graduating senior (high school) would you want to enter UNM? If the answer is no, please briefly give your reasons.

Name:____

Directions: Please choose the single best answer for each of the following questions by circling the number preceding the statement of your choice, unless otherwise indicated.

1. How old are you now?
    1. 20-25.
    2. 26-30.
    3. 31-35.
    4. 36-40.
    5. 41 or older.

2. What is your sex?
    1. Male.
    2. Female.

3. How old were you when you were married?
    1. Not married.
    2. Less than 18 years old.
    3. 18 to 20 years old.
    4. 21 to 25 years old.
    5. 26 to 30 years old.
    6. Over 31 years old.

4. With whom do you live?
    1. Alone.
    2. With spouse.
    3. With one or both parents.
    4. With other relative.
    5. Other.

5. How many persons (not including yourself) are dependent upon you for all or most of their support?
    1. None.
    2. 1
    3. 2 or 3.
    4. 4 or 5.
    5. More than 5.

6. In what part of the country did you live most of the time before you were 18?
    1. The Northeast (including Pennsylvania and New Jersey).
    2. The Southwest (including Oklahoma, Texas, and New Mexico).
    3. The South
    4. The Middle West (including the Rocky Mountain area).
    5. The Pacific Coast.
    6. Outside the continental United States.

7. The place in which you spent the most time before
    1. Farm or open country.
    2. Town of less than 2,000.
    3. Town of 2,000 or more but less than 10,000.
    4. City of 10,000 to 50,000.
    5. City of 50,000 to 100,000.
    6. City of 100,000 to 500,000.
    7. Over 500,000.

8. During most of the time before you were 18, with whom did you live?
    1. Both natural parents.
    2. Two parents.
    3. One natural parent.
    4. A relative.
    5. Foster parents or non-relatives.
    6. In a home or institution.

9. How many other children were there in your family?
    1. None.
    2. One other child.
    3. Two other children.
    4. Three other children.
    5. Four other children.
    6. Five other children.
    7. Six or more.

10. With regard to your brothers or sisters you are the:
    1. Oldest.
    2. Youngest.
    3. A middle child.
    4. Have no brothers or sisters.
    5. Other.

11. In what type of community are you now living?
    1. Farm or open country.
    2. Town of less than 2,000.
    3. Town of 2,000 or more but less than 10,000.
    4. City of 10,000 to 50,000.
    5. City of 50,000 to 100,000.
    6. City of 100,000 to 500,000.
    7. Over 500,000.

12. In what size city would you prefer to live?
    1. Farm or open country.
    2. Town of less than 2,000.
    3. Town of 2,000 or more but less than 10,000.
    4. City of 10,000 to 50,000.
    5. City of 50,000 to 100,000.
    6. City of 100,000 to 500,000.
    7. Over 500,000.

13. What is your present total family income per month?

    1. Under $300.
    2. $300 to $374.
    3. $375 to $424.
    4. $425 to $499.
    5. $500 to $599.
    6. $600 to $699.
    7. $700 to $800.
    8. Over $800.

14. How many times did you change schools before you were 16 years of age (other than by graduation)?

    1. Never.
    2. One or two times.
    3. Three to five times.
    4. Six or more times.
    5. I can't remember.

15. From which kind of high school did you graduate?

    1. Military.
    2. Private, church related.
    3. Non-denominational.
    4. Public.
    5. Received a graduate equivalency diploma.

16. How many students were there in the high school you graduated from?

    1. Less than 100.
    2. 100 to 499.
    3. 500 to 999.
    4. 1,000 to 1,999.
    5. 2,000 to 2,999.
    6. 3,000 or more.

17. How did you feel about high school?

    1. Liked it very much.
    2. Liked it most of the time.
    3. Just accepted it as necessary.
    4. Was often a little unhappy with it.
    5. Disliked it and was glad to finish.

18. How do you now feel concerning the adequacy of your high school preparation for college?

    1. Was superior.
    2. Was weak in certain areas.
    3. Was very inadequate.

19. Were you employed regularly while in high school?

    1. Yes, in order to help support my family.
    2. Yes, in order to help support myself.
    3. Yes, in order to have extra spending money.
    4. No.

20. During your junior and senior high school days, in which type of activity did you participate the most?

    1. Athletics.
    2. Boy Scouts, 4-H Clubs, FFA, or YMCA.
    3. Student government, school politics.
    4. Student paper, yearbook.
    5. Science clubs.
    6. Musical and artistic activities.
    7. Other activities.
    8. Did not participate.

21. How much education did your father have?

    1. Grade school or less.
    2. Some high school.
    3. High school education.
    4. Some college.
    5. College graduation (liberal education).
    6. College graduation (scientific education).
    7. Graduate degree.

22. How did your father or guardian feel in regard to you going to college?

    1. Did not want you to go.
    2. Seemed indifferent.
    3. Showed some interest but did not think it was really necessary.
    4. Maintained there was some need for a college education.
    5. Constantly impressed on you the need for a good education.

23. How much schooling did your mother have?

    1. Grade school or less.
    2. Some high school.
    3. High school graduation.
    4. Some college.
    5. College graduation (liberal education).
    6. College graduation (scientific education).
    7. Graduate or professional degree.

24. How did your parents feel about the marks you made in high school?

    1. Were very pleased.
    2. Were satisfied but thought you should do better.
    3. Did not care about marks as long as you did your best.
    4. Did not care about marks as long as you passed.
    5. Paid very little attention to your marks.

25. When you first left home for college or a job, parting from your family was:

    1. Very easy.
    2. A little difficult because you were reluctant to to leave.
    3. Difficult because your family was reluctant to have you leave.
    4. Very difficult because your family was very close.
    5. You have never left home.

26. About how often have you changed your mind about future vocational plans since the time you entered high school?

1. Still have not decided.
2. Have not changed them.
3. Once.
4. Two or three times.
5. More than three times.

27. Who influenced you most to attend college?

1. Yourself.
2. A parent.
3. Both parents.
4. Teacher, minister, or other adult.
5. Friends your own age.
6. No special person.

28. I consider my formal education:

1. A waste of time.
2. Unrealistic when compared to the outside world.
3. Valuable.
4. Prepared me well for the problems I will face.

29. How long have you been out of college?

1. Just graduating.
2. Still attending.
3. Less than 3 months.
4. 3 to 11 months.
5. 1 year to 1 year 11 months.
6. 2 years to 2 years 11 months.
7. 3 years to 4 years 11 months.

30. While in school, when did you first consider most seriously quitting and going to work?

1. During the early years in high school.
2. On graduation from high school.
3. During the early years in college.
4. Late in college.
5. Never.

31. Are (or were) you married while an undergraduate in college?

1. Yes, married before I entered college.
2. Yes, married while in college.
3. No, unmarried while in college.

32. If married, did your spouse favor your going to college?

1. Yes, my spouse supported morally and financially.
2. Yes, my spouse supported morally.
3. Yes, my spouse supported financially but not morally.
4. No, my spouse did not support the idea.
5. I was not married.

33. What is your opinion of the University of New Mexico?

1. One of the best.
2. Above average.
3. About average.
4. Below average.

34. Do you plan to continue your formal education? (circle as many as apply)

1. No.
2. Take additional college courses.
3. Take vocational courses.
4. Complete my B.A. (B.S.).
5. Complete my M.A.
6. Complete my doctorate.
7. Complete other advanced degree.

35. Are you eligible to return to UNM?

1. Yes, in good standing.
2. Yes, on probation.
3. No.
4. I don't know.
5. I graduated.

36. How would you classify yourself as a student in college?

1. Considerably above average.
2. Somewhat above average.
3. Average.
4. Below average.
5. Poor.

37. How do (did) your grades in college compare with what you expected to achieve before you entered?

1. Much better than expected.
2. Somewhat better than expected.
3. About as expected.
4. Poorer than expected.
5. Much poorer than I expected.

38. At UNM where did you stand scholastically?

1. Far above average.
2. Above average.
3. Average.
4. Below average.
5. Far below average.

39. How much freedom do you think a student should have in planning his college curriculum?

1. Very little; he should have a definite program planned out for him, with a few electives.
2. He should have a general program planned for him, with room for a number of electives.
3. He should be required to take a few basic courses specified for him, and choose the remainder of his program for himself.
4. He should be given complete freedom in determining his program.

2

40. What is your feeling concerning the most desirable entrance policy for a college?

    1. The entrance requirements should be strict so that only the best students can enroll.
    2. The entrance requirements should be such as to eliminate only those students at the bottom.
    3. Every student who wants to do so should be allowed to enroll in college.

41. What is your feeling concerning the best grading policy for a freshman course in your department?

    1. A sizeable proportion of the group should fail the course in order to keep up the standards.
    2. Grading should be done on the normal curve (some will fail).
    3. Only a few who do an exceedingly poor job should be failed.
    4. No one should fail the course (except possibly in extreme or unusual circumstances).

42. If you were to begin college now, would you:

    1. Choose the same courses at the same school?
    2. Choose the same courses at another school?
    3. Choose other courses at the same school?
    4. Choose other courses at another school?
    5. Not enter college?

43. Before you entered college, did you know what college would be like?

    1. No, it was a complete mystery to me.
    2. I had a vague conception of it.
    3. I had a fairly good conception of it.
    4. I had a very good conception of it.

44. When you attended college, what percent of your college expenses did you earn?

    1. Less than 10%.
    2. More than 10% but less than 25%.
    3. More than 25% but less than 50%.
    4. More than 50% but less than 75%.
    5. More than 75%.

45. From what sources was your education financed? (circle more than one if necessary)

    1. Scholarship(s) (service free).
    2. Assistantship(s) (service rendered).
    3. Veteran's benefits.
    4. Part-time job.
    5. Family, relatives, or friends.
    6. Full-time job.
    7. Other.

46. In college, which type of course did you most enjoy?

    1. Lecture.
    2. Laboratory.
    3. Discussion.
    4. Had no preference.
    5. Did not attend college.

47. While in college, the areas in which I found little or no assistance available were: (circle those which apply)

    1. Selection of course.
    2. Tutoring.
    3. Financial aid.
    4. Vocational planning.
    5. Personal-social counseling.
    6. Academic information.
    7. Spiritual guidance.
    8. Reading and study skills.
    9. Job placement services.

48. What did you usually do during your college days when you found material hard to understand?

    1. Asked teachers for help.
    2. Asked parents for help.
    3. Asked schoolmates for help.
    4. Figured it out for myself.
    5. Never had trouble understanding.
    6. Nothing.

49. The teachers I got the most out of in school, usually treated me this way:

    1. Gave me very general instructions or directions and then left me alone to do the assignment.
    2. Were somewhat specific in their assignments and followed me up from time-to-time.
    3. Went into thorough detail and followed my work frequently.

50. Generally I feel most teachers in college:

    1. Require too much work of their students.
    2. Require about the right amount of work.
    3. Require too little work of their students.

51. In your opinion, how do college teachers feel about their students' performance in their courses?

    1. Most of them care.
    2. Some of them care.
    3. A few of them care.
    4. Almost none of them care.

52. How far did your wife (husband) go in school?

    1. Some high school, but did not finish.
    2. Graduated from high school.
    3. Some college.
    4. Undergraduate degree.
    5. Some graduate work.
    6. Advance degree.
    7. Secretarial or vocational school.
    8. Not married.

53. How far do you intend to send your children in school?

1. High school.
2. College.
3. Graduate or professional school.

54. Where do you feel that you gained the most knowledge?

1. School.
2. Home.
3. Personal experiences.
4. From other individuals.

55. For what reason did you choose your particular profession?

1. Interest in the area.
2. Influence of parent(s).
3. Influence of friends or relatives other than parents.
4. Opportunities available in the field.
5. Money.

56. If you could do it again would you go into your present field?

1. Yes.
2. No, but would go into a closely related field.
3. No, would go into an entirely different field.

57. What is your wife's (husband's) job status?

1. Not married.
2. Wife (husband) not employed.
3. Wife (husband) employed part time.
4. Wife (husband) employed full time.

58. Have you been in the Armed Forces?

1. Yes, as an officer.
2. Yes, as an enlisted man.
3. Yes, both as an officer and as an enlisted man.
4. No.

59. How close to your present place of employment is/was your parental home?

1. Within 5 miles.
2. Within 25 miles.
3. Within 100 miles.
4. Within 500 miles.
5. Over 500 miles away.

60. Would your choice of an ideal job be one which:

1. Allowed a great amount of interaction with other people.
2. Would require working with a small group.
3. Would allow you to work closely with one other person.
4. Would allow you to work by yourself.

61. How often have you considered leaving your present position for some other line of work?

1. Regularly.
2. Occasionally, at one time.
3. Occasionally, at present.
4. Rarely.
5. Never.

62. Which one of these will help you most in speeding up your progress toward better jobs?

1. Knowing the right people.
2. Having a better educational background.
3. Gaining more experience on the job.
4. Something else.

63. What three things or activites in your life do you expect to give you the most satisfaction? (circle three)

1. Career or occupation.
2. Participation as a citizen in community affairs.
3. Family relationships.
4. Leisure-time recreational activities.
5. Participation in activities directed toward national or international betterment.

64. Albert Einstein was quoted as saying that in any given field ". . . imagination is more important than knowledge." How does that statement strike you?

1. True.
2. Not true.
3. No opinion.

65. While attending college, your closest friends:

1. Continued in college.
2. Started college but didn't continue.
3. Did not attend college.
4. I didn't have any close friends.

66. How well do you like to be with people in a social setting?

1. Enjoy being with people very much; very rarely like to be by yourself.
2. Usually enjoy being with other people; prefer to be by myself only occasionally.
3. Like being with other people sometimes, and at other times like to engage in private activities.
4. Prefer to engage in private activities, and only occasionally like to be with other people.

67. Which of the following most closely represents your viewpoint?

1. Our civilization advances on the backs of a few people who must be given the breaks.
2. Since the U.S. is a democracy, our concern must be for all people.
3. Certain disadvantaged minorities in our societies presently deserve the focus of our concern.

68. How do you usually behave in a group session with people you know?

1. I feel free to express my views, and sway the group considerably.
2. I feel free to express my views, but the group doesn't always share them.
3. I am reluctant to express my views, but they are usually very well received.
4. I am reluctant to express my views and unsure of their reception.
5. I don't usually participate.

69. How do you tend to react to an unpleasant situation?

1. Generally try to react immediately and figure out the best solution.
2. Most of the time I put off a decision for a little while so I can think it over.
3. Often want to sleep on it or put off a decision for quite a while.
4. I don't worry about it, things will take care of themselves.

70. Comparing yourself to others you work with, how do your decisions seem to stack up on quality?

1. In most instances, my decisions are better.
2. About the same as decisions of others.
3. In most instances my decisions are poorer.
4. Rarely make decisions.

71. During most of your school years, were your needs:

1. Well provided for?
2. Satisfactorily provided for?
3. Somewhat meagerly provided for but tolerable?
4. Unsatisfied most of the time?

72. In the past, how have you reacted to competition?

1. Have enjoyed competitive situations.
2. Have been unaffected by competitive situations.
3. Haven't liked competitive situations.

73. How well do you do most things you have decided to do?

1. I almost always succeed in the things I have decided to do.
2. I often find I have bitten off more than I can chew.
3. Once I have decided, things seldom go as well as I expected them to.
4. I find it almost impossible to make a decision.

74. Do you consider your achievements to date to have been:

1. Less than those who have the same amount of education?
2. Equal to those who have the same amount of education?
3. More than those who have the same amount of education?

75. Where do you think that the period of your peak performance is:

1. Sometime in the past.
2. About now.
3. Sometime in the future.
4. Doubt there is a "peak period".
5. Can't be sure.

76. When some difficult problem is bothering you with whom do you usually talk it over?

1. Father.
2. Mother.
3. Friend.
4. Older adult, not parent.
5. Wife or husband.
6. Professional (counselor, clergy).
7. I usually don't discuss it.

77. From your experience, at what stage in his life do you think the average man reaches his period of peak performance?

1. When he is single.
2. When he is married, but childless.
3. When he is married, and his family is young.
4. When he is married and his family is grown.
5. There is probably no difference among the above.

78. If one receives a surprise "F" in a course you thought you had passed, it is best to:

1. See the administration in order to find out about the situation.
2. Check with your professor to find out what is wrong.
3. Accept it; you must have flunked the final.
4. Accept it and repeat the course.
5. Wouldn't do anything.

79. "It was very difficult to cope with University policies and regulations."

1. Strongly disagree.
2. Disagree.
3. Undecided.
4. Agree.
5. Strongly agree.

80. "The goal(s) of education should be dictated by a student's interests as well as by the larger demands of society."

    1. Strongly disagree.
    2. Disagree.
    3. Undecided.
    4. Agree.
    5. Strongly agree.

81. "The traditional moral standards of our culture should not just be accepted; they should be examined and tested in solving the present problems of students."

    1. Strongly disagree.
    2. Disagree.
    3. Undecided.
    4. Agree.
    5. Strongly agree.

82. "Education and educational institutions must be sources of new social ideas; education must be a social program undergoing continual reconstruction."

    1. Strongly disagree.
    2. Disagree.
    3. Undecided.
    4. Agree.
    5. Strongly agree.

83. "Students should be allowed more freedom than they usually get in the execution of learning activities."

    1. Strongly disagree.
    2. Disagree.
    3. Undecided.
    4. Agree.
    5. Strongly agree.

84. "Learning is essentially a process of increasing one's store of information about the various fields of knowledge."

    1. Strongly disagree.
    2. Disagree.
    3. Undecided.
    4. Agree.
    5. Strongly agree.

Directions: For items 85 through 94 place a "1" in the blank preceding those statements which you consider to be wholly true or mostly true, according to your own experience. Place a "2" before those statements you consider to be false.

85.____The most difficult courses in college are the upper division or advanced courses in a department.

86.____In taking an essay test, it is best to answer the most difficult questions first.

87.____Class notes should be taken or put down in your own words.

88.____Poor grades can usually be attributed to a lack of preparation or background.

89.____To get good grades you should concentrate on what the professor thinks is important.

90.____Studying two hours outside of class for every hour spent in class is usually enough study time.

91.____It is best to read textbook assignments after they are discussed in class.

92.____Beginning students should postpone their choice of major as long as possible.

93.____The most difficult decision to face in choosing a major is whether to take something practical or something you enjoy.

94.____The best professors are those who grade the easiest.

Directions: For items 95 through 104, rank each of the items high-1, medium-2, or low-3, in importance to you. Place 1,2,or 3 in the blank preceding each statement.

The ideal job for me would have to:

95.____Provide an opportunity to use my special abilities or aptitudes.

96.____Provide me with a chance to earn a good deal of money.

97.____Permit me to be creative and original.

98.____Give me special status and prestige.

99.____Give me an opportunity to work with people rather than with things.

100.____Enable me to look forward to a stable, secure future.

101.____Leave me relatively free of supervision by others.

102.____Give me a chance to exercise leadership.

103.____Provide me with adventure.

104.____Give me an opportunity to be helpful to others.

105. We are further interested in whatever ideas you may have as to how the educational experience at the University of New Mexico could be improved from the student's point of view. You may leave this item blank, if you feel that previous items have covered the areas in which you would have major suggestions; but if you have other points to add or areas you wish to emphasize indicate these below:

QUESTIONNAIRE RESPONSES OF SAMPLE 1963 ENTERING CLASS

N = 241

	Choices								
Questions	1	2	3	4	5	6	7	8	9
I 1st Choice	232	3	1						
I 2nd Choice	4	23	1	6	2	4			
III	(Yes) 183	(No) 52							
1	224	12	2	1	2				
2	151	89							
3	114	4	48	67	4				
4	37	114	51	1	38				
5	166	44	29	2					
6	32	163	4	26	11	2			
7	21	12	25	52	14	93	18		
8	216	10	15						
9	20	63	78	42	17	8	13		
10	86	84	52	14	2				
11	10	7	19	41	13	110	35		
12	24	4	12	42	25	97	35		
13	21	24	18	27	20	23	32	61	
14	102	70	49	20					
15		23	37	213	2				
16	7	52	43	74	53	11			
17	89	95	33	10	13				
18	77	139	22						
19	7	16	59	158					

	Choices								
Questions	1	2	3	4	5	6	7	8	9
20	87	13	30	15	5	24	42	18	
21	25	30	62	51	5	27	29		
22	2	5	10	52	169				
23	19	34	87	46	35	8	12		
24	78	127	26	3	4				
25	100	50	28	34	24				
26	27	45	48	74	42				
27	63	34	78	11	12	39			
28	3	34	175	25					
29	8	46	24	40	51	27	43		
30	2	14	86	23	113				
31	15	41	178						
32	36	21	8	3	133				
33	35	105	87	4					
34	28	88	26	65	93	23	28		
35	129	33	3	31	41				
36	22	87	101	20	5				
37	16	30	81	79	31				
38	16	58	100	42	16				
39	3	112	103	22					
40	10	87	141						
41	4	133	81	15					

Questionnaire Responses of Sample 1963 Entering Class (continued)

	Choices								
Questions	1	2	3	4	5	6	7	8	9
42	98	30	81	25	5				
43	27	103	96	13					
44	102	23	22	29	64				
45	61	8	6	108	170	25	30		
46	69	42	88	39					
47	77	37	21	68	63	34	10	49	22
48	26	6	107	87	7	5			
49	61	127	47						
50	50	149	33						
51	61	88	71	18					
52		32	49	20	11	7	5	100	
53	8	123	99						
54	82	8	122	21					
55	155	6	4	42	12				
56	164	32	30						
57	109	44	13	63					
58	13	48	12	165					
59	62	41	14	32	80				
60	149	60	8	20					
61	50	28	44	67	33				
62	27	103	85	16					
63	202	63	217	144	45				

	Choices								
Questions	1	2	3	4	5	6	7	8	9
64	153	44	40						
65	177	46	6	11					
66	32	85	115	8					
67	16	157	58						
68	52	142	30	11	5				
69	132	90	9	6					
70	94	127	2	9					
71	115	107	16	2					
72	177	34	29						
73	193	31	10	5					
74	28	131	77						
75	3	14	170	22	28				
76	13	14	58	10	88	3	51		
77	5	12	89	45	74				
78	7	229		5					
79	44	143	25	21	7				
80	10	25	8	156	40				
81	6	15	18	132	64				
82	4	17	23	121	73				
83	10	50	51	96	25				
84	7	57	17	116	36				
85	85	152							

Questionnaire Responses of Sample 1963 Entering Class (continued)

Questions	Choices 1	2	3	4	5	6	7	8	9
86	61	177							
87	192	47							
88	166	73							
89	192	47							
90	176	64							
91	58	183							
92	94	142							
93	145	94							
94	14	222							
95	193	37	11						
96	65	143	33						
97	139	80	22						
98	43	105	92						
99	125	81	33						
100	123	96	20						
101	101	108	30						
102	100	116	24						
103	103	82	55						
104	158	65	16						
105	117 responded								

QUESTIONNAIRE RESPONSES OF SPANISH-AMERICANS

* G/Graduate
* D/Dropout, Current

Questions		Choices 1	2	3	4	5	6	7	8	9
I 1st Choice										
G*		9	1							
D*		12	1							
I 2nd Choice										
G		1	4							
D		1	9							
III		(Yes)	(No)							
G		9	1							
D		11	2							
G	1	9				1				
D		12	1							
G	2	5	5							
D		3	10							
G	3	3		2	5					
D		5		4	3					
G	4	2	6			2				
D		1	6	5	1					
G	5	6	4							
D		6	3	4						
G	6		9	1						
D			13							
G	7	1	2	2			5			
D		2		2	2	1	6			
G	8	8		2						
D		10	1	2						
G	9	2	1	6			1			
D				3	5	1	1	4		
G	10	2	5	1		1				
D		1	5	2	2					
G	11		1	1	3	1	4			
D			1	1			9	2		
G	12	1	1		3	1	3	1		
D				1	3		5	3		

Questions		Choices 1	2	3	4	5	6	7	8	9
G	13		1	1	3	1		2	1	
D		1	2		1	1	2	2	3	
G	14	3	6	1						
D		7	3	3						
G	15		3		6	1				
D			2		11					
G	16		2	3	3	1				
D		2	3	2	3	3				
G	17		2	3	3	1				
D		9	2	1	1					
G	18	4	4	2						
D		2	9	2						
G	19			4	6					
D		1	2	3	6					
G	20	4	1	3				1		
D		7		2				1		
G	21	3	1	4			2			
D		5		3	1	3		1		
G	22		1	1	1	7				
D		1			3	8				
G	23	1	2	3	1	2	1			
D		4	6	1	1		1			
G	24	3	6	1						
D		5	4	2						
G	25	4	1	1	3	1				
D		3		6	2	1				
G	26			2	7	1				
D		3	4	2	2	2				
G	27	3	1	4	1		1			
D		1	3	3	2	2	1			
G	28			10						
D			3	8	1					
G	29			3	4	3				
D			6	1	1	1	3			

Questionnaire Responses of Spanish-Americans (continued)

	Questions	Choices								
		1	2	3	4	5	6	7	8	9
G	30			5	1	4				
D				5	2	5				
G	31	1	1	8						
D		1	5	8						
G	32		2			8				
D		3	3			5				
G	33	1	5	4						
D		2	5	6						
G	34		5	2		5	2	3		
D		1	6	3	8	7	1	1		
G	35	2		1	3	4				
D		8	3		2					
G	36		5	5						
D		1	6	3	2	1				
G	37			6	4					
D				5	7	1				
G	38		4	6						
D		1		7	1	3				
G	39		6	4						
D			6	5	2					
G	40		3	7						
D			3	10						
G	41		6	3	1					
D			4	7	2					
G	42	5	1	4						
D		4	2	5	2					
G	43	3	3	3	1					
D		3	4	5	1					
G	44	7		1		2				
D			3	1	2	7				
G	45	2			2	8	2			
D		4			6	9	5	1		
G	46	3	4	1	2					
D		5	4	2	2					

	Questions	Choices								
		1	2	3	4	5	6	7	8	9
G	47	2	1		2	3	2		2	2
D		3	2	2	5	2	1		3	2
G	48	2		4	4					
D		1		5	5		2			
G	49	4	5	1						
D		2	6	5						
G	50	3	6	1						
D		4	6	2						
G	51	3	3	4						
D		2	2	9						
G	52			1	3	1			2	3
D			3	5						3
G	53	1	2	7						
D			6	6						
G	54	7		3						
D		5		7	1					
G	55	8			2					
D		8			4					
G	56	6	3	1						
D		10	1	1						
G	57	3	3	1	3					
D		6	3		4					
G	58	1	3		6					
D				3	10					
G	59	1	2	1	2	4				
D		3	5	1	2	2				
G	60	6	2	1	1					
D		6	5	2						
G	61	1	1	2	5	1				
D		2	4	1	4	2				
G	62	1	3	5	1					
D		1	6	6						
G	63	8	3	10	7	2				
D		11	2	8	8	2				

Questionnaire Responses of Spanish-Americans (continued)

		Choices								
	Questions	1	2	3	4	5	6	7	8	9
G	64	6	3	1						
D		7	2	4						
G	65	7	1	2						
D		8	3	1	1					
G	66		2	8						
D		3	4	6						
G	67		3	7						
D			8	5						
G	68	2	4	4						
D			9	3						
G	69	4	6							
D		7	4	2						
G	70	1	7		2					
D		6	7							
G	71	4	5							
D		4	5	3	1					
G	72	6	3	1						
D		11	1	1						
G	73	10								
D		12		1						
G	74	3	6	1						
D		2	2	9						
G	75		1	8		1				
D				10	1	2				
G	76		2	1		5	1	1		
D		2		4	1	3		3		
G	77			7	1	1				
D		1		5		7				
G	78		10							
D		1	12							
G	79	2	7	1						
D		2	7	1	2	1				
G	80			3	5	2				
D		1	2		8	2				

		Choices								
	Questions	1	2	3	4	5	6	7	8	9
G	81		2	1	6	1				
D		1	2	2	7	1				
G	82				10					
D		1	3	1	7	1				
G	83	1		1	6	2				
D			4	3	4	2				
G	84		2		6	2				
D			3	2	3	5				
G	85	6	4							
D		6	7							
G	86	2	8							
D		3	10							
G	87	9	1							
D		10	3							
G	88	10								
D		7	6							
G	89	9	1							
D		7	6							
G	90	6	4							
D		5	8							
G	91	1	9							
D		4	9							
G	92	3	7							
D		4	9							
G	93	9	1							
D		4	9							
G	94		10							
D		1	12							
G	95	8	1	1						
D		12		1						
G	96	4	6							
D		5	7	1						
G	97	8	1	1						
D		9	2	2						

Questionnaire Responses of Spanish-Americans (continued)

		Choices								
Questions		1	2	3	4	5	6	7	8	9
G	98	3	4	3						
D		3	7	3						
G	99	7	3							
D		6	6	1						
G	100	7	3							
D		11	1							
G	101	3	6	1						
D		6	7							
G	102	2	7	1						
D		6	6	1						
G	103	5	2	3						
D		5	4	4						
G	104	9	1							
D		9	3	1						
G	105	4 responded								
D		4 responded								